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ABSTRACT

First grade is a special place where children learn many things, and learning is increased when home and school work together in a friendly partnership. This guide provides parents and children weekly home activities through the year to enhance children's eagerness to learn. Suggested activities--which were carefully chosen by representative first-grade teachers in Medina County, Ohio--were designed to reinforce skills introduced in the classroom and assist in preparing children for Competency Based Education testing. The guide presents four kinds of activities, directions, and questions for each week of the month, from September through August. At the end of each month, home activities award forms are provided. The guide also offers helpful hints, guidelines, an index of skills, and a list of recommended books in several subjects including: science, math, series books, language arts, parenting, social studies, and poetry. Several kinds of activity sheets are included. (AP)

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Medina County First Grade Home Activities Booklet

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This Book Belongs To:

LEARNING TOGETHER IN FIRST GRADE

By Barbara Gruber & Sue Gruber

First grade is a special place,
See the big smile on my face.

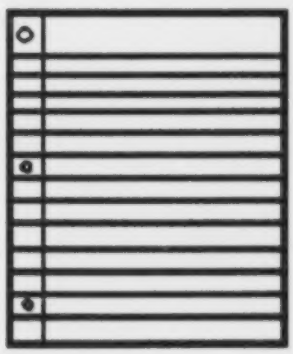
Games to play and songs to sing,
We learn about everything.
Pencils, papers, books to read,
We have everything we need.

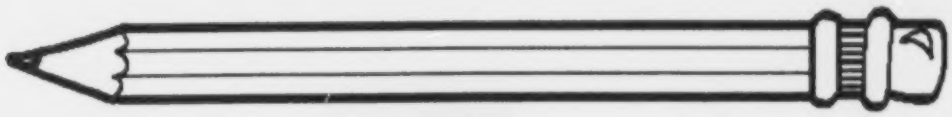
So much to learn, so much to do,
We must listen to you-know-who.
Our class is a busy bunch
Look--it's almost time for lunch!

We know all the ABC's,
Right down to the XYZ's.
Reading, writing, spelling too.
We even know two plus two.

We learn together all year,
Second grade will soon be here!
There's time for work, time for play,
Learning new things every day.

First grade is a special place,
See the big smile on my face.





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DIRECTIONS

1. Read all activities for each week before you begin.

2. Select a time and place suitable for the activity chosen.

3. These activities are age appropriate. Get to know your child's strengths and weaknesses. EXTEND or SIMPLIFY an activity to meet your child's needs.

4. For your convenience an **index of skills** has been provided.

5. It is best to do each activity TOGETHER. Your interest and concern at home will be reflected in your child's attitude and performance at school.

6. The first grader is in the beginning stages of learning. We all learn from our mistakes. Patience, praise, and encouragement are essential. Remember that if an activity becomes frustrating for you or your child, please stop and try again at another time.

7. A Home Activities Award is found at the end of each month. Comments from both you and your child will be used to evaluate the success of these activities. <u>At the end of each month</u>, kindly return the entire page to your child's teacher.

7. A replacement or additional copy of the booklet will be issued at a cost of $5.00

WELCOME TO FIRST GRADE

You will be amazed at how much your child will learn this year. You are your child's first and most important teacher! Learning is increased when home and school work together in a friendly partnership. The following suggested weekly activities, to be used throughout the year, were carefully chosen for you and your child by first grade teachers in Medina County. They also assist in preparing your child for the end of the year testing known as Competency Based Education (CBE) testing. These activities were designed to enhance your child's eagerness to learn and will support what is introduced in the classroom.

Respectfully,
First Grade Home Activities Committee

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September Week 1

BOOK BAG - ***Organization***

1. Locate or purchase a sturdy book bag for your child to use during the school year.
2. Put your child's name on or in it.
3. Decide on a special place in your home for the book bag to be kept after school each day so that it can be found easily the next morning.
4. Check the bag's contents every day and gather items needed for the next day.

LANDING/LAUNCHING PAD - ***Organization***

1. Student and parent decide on a place in the house designated as the "landing and launching pad." It will be the place where bookbags, schoolwork, library books, permission slips, lunch money, school messages, artwork, and any school-related material is deposited. It can be a shelf, a box, a dishpan . . . whatever.
2. Review papers at the end of each day with your child.

HOME SUPPLIES - ***Organization***

1. Student and parent put together supplies needed to complete home activities.
2. Choose a container (shoe box, baggie, plastic tub).
3. Label the container with your child's name.
4. Supplies needed are: child safety scissors, box of crayons, pencil, glue or paste, tape, paper punch, markers, yarn or string, paper, ruler, blank paper, pictionary or child dictionary optional.
5. Locate a safe place for the storage of supplies to be used with parental permission.

MY STUDY PLACE - ***Organization***

Student and parent find a place in the house designated as the child's study area. It can be an area at the kitchen table or any other suitable place.

September Week 2

DISCUSSION OF MY SCHOOL DAY - *Oral Language*

1. During a quiet time, (after mealtime, bath time, bed time) discuss your child's day. Use questions such as: What was today's story about? Did you play outside? What did you like the best? What did you like the least? What did your teacher wear today?
2. Parents then share what they did during their day.

CLASSROOM RULES - *Citizenship*

1. Ask your child to tell you the rules of the classroom.
2. Review the rules and discuss why they are important.
3. Talk about what happens if they are broken.
4. Discuss the feelings when they are followed.
5. Parents then share rules which they followed during the day.
6. Discuss why we have rules for different places. Ex: playground, cafeteria, bus, etc.

TIME CAPSULE - *Changes*

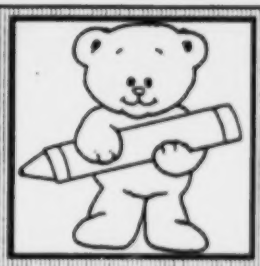
1. Find a container in which to place objects.
2. During the first month of school choose several things to place in your child's time capsule.
3. Save a paper from school, write down a comment your child shared, include a drawing or photograph.
4. Write the date and your child's name on the container.
5. Put container away in a special place.
6. Find June, Week 4 in this book and write the location of your time capsule on the page.

CHALLENGE: Using yarn or string, measure your child's height while lying down. Put it into the time capsule.

MY JOURNAL - *Writing Process*

1. Get a spiral notebook or punch holes in some blank paper and place in a 3 prong folder.
2. Child decorates the outside of the journal any way desired.
3. Dictate the words MY JOURNAL to your child to write either on the cover or the first page.
4. Encourage your child to write and/or illustrate daily in the journal, much like adults keep a diary.
5. Encourage your child to use symbols, letters and sounds that he or she feels are appropriate. (Try not to spell all words for your child. Relax and watch the growth in writing skills as the year goes on.)

September Week 3



WATCH ME GROW - ***Measurement***

1. Find a place in your home where your child's growth can be recorded by making marks on the door jamb, or on some other surface, or on a strip of paper thumbtacked to a wall.
2. Measure your child.
3. Label with the date.
4. Compare with earlier measurements.
5. Repeat at the beginning of each month.

CHALLENGE: Measure your child in inches and centimeters!

BUS SAFETY - ***Safety***

1. Review bus rules child has learned in school with family members.
2. Set up kitchen chairs like the seats on a bus.
3. "Climb" aboard and sing "People on the Bus" or another traveling song.

PEDESTRIAN SAFETY - ***Safety***

1. Take a short walk down the road facing traffic or along the sidewalk, if in the city.
2. Plan to cross the street. Talk about "Stop and Look Both Ways."
3. If in the city, review the "Walk, Don't Walk" signs and remember to still look both ways before crossing.
4. Afterwards, discuss good safety rules, i.e., crossing the street, meeting strangers, what to do if you get hurt or lost.
5. Ask your child to tell you his/her name, phone number, and address.

FAMILY NIGHT - ***Oral Language, Family***

1. Choose a night each week that is to be proclaimed "Family Night." Gather together for 30 minutes.
2. One family member will plan the night's activity.
3. Everyone does that activity together.
4. Take turns planning other family nights.

Activity Suggestion: Play a quiet game, take a walk, take a trip to the library, make something together.

September Week 4

"ME SACK" - *Oral Language*

1. Use a brown paper bag.
2. Have your child write his/her name on it.
3. Ask your child to select 4 things that will fit into the sack and that will help describe himself/herself. (Ex.: Something with a favorite color, wrapper from a favorite food, a favorite picture).
4. Share with a friend or relative using complete sentences.

ABC ORDER - *A-B-C Order, Fine Motor*

1. Use magazines, newspapers, and catalogs and cut out letters A through Z.
2. Paste or glue the letters in ABC order onto a sheet of paper or a grocery bag that has been cut open.

CHALLENGE: Cut out words that begin with each letter and put them in a, b, c order.

R.A.H! READING AT HOME - *Reading, Family*

1. As a family, set aside 10-15 minutes daily for family reading at home. Pick a time and room in which to read.
2. Supplies you'll need are a timer, library books, books from family members' personal collection, newspapers, magazines or any other printed material (yes, even comic books and baseball cards count!).
3. When all members have assembled, allow your child to set the timer for the agreed upon amount of time. Each member should read quietly.
4. When the timer is up, resume other activities or briefly talk about what was read.

OPTIONAL: You may wish to keep a chart of the family reading activity, perhaps give a reward at the end of each month (or year) for those who were present and read 75% of the chosen days.

CUT IT OUT! - *Fine Motor*

To help your child strengthen small hand muscles, provide scissors and have your child cut pictures out of magazines, newspapers, and catalogs, cutting on the lines.

CHALLENGE: Have your child cut out the coupons you wish to save from the newspaper each week.

*Please return this ***entire sheet*** to school!

SEPTEMBER

We worked in the Home Activities Book this month.

_____ _____

Student Printed Name Parent Signature

Comments: _____

_____

_____

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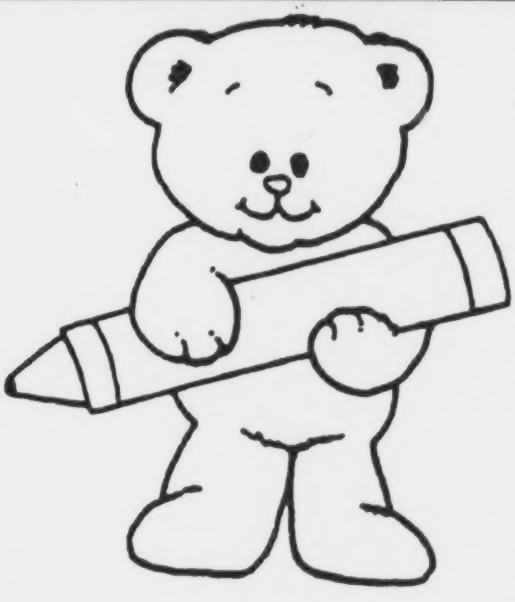


This Home Activities Award is presented to

_____

(student's name)

for working on September's Home Activities.

_____ _____

Teacher's Signature Date

October Week 1

NAME, ADDRESS, PHONE - ***Life Skills***

1. Have your child say first and last name, address, phone number and birthdate.
2. Help your child to practice writing full name, address, and phone number.
3. Practice this procedure throughout the year. This is necessary even when the child appears to know it easily.

YOUR OWN LIBRARY CARD - ***Reading***

1. Take your child to your local library.
2. Have your child sign for his/her very own card.
3. Check out several books to read and to be read aloud (the librarian can help you with the reading level choices).
4. When books are due, return them and check out more! Enjoy literature!

IT'S MY JOB - ***Responsibility***

1. Give your child appropriate jobs.
2. Choose a job for each day of the week.
3. Set a special time for the job to be done. This eliminates a lot of nagging.
4. Check that your child completes the daily job.
5. Your child should complete the task before doing anything else. *Sample jobs: feed a pet, take out trash, pick up clothes, straighten room, etc.*

WHAT'S MY LETTER - ***Letter Recognition***

Have the child try to guess the mystery letter you trace on his/her back. Repeat with other letters.

CHALLENGE: Have your child tell you a word that begins with that letter.

October Week 2

FAMILY FIRE DRILL - ***Safety***

1. Plan a family fire drill.
2. Locate an outside meeting place.
3. Practice your fire drill from different areas.
4. Remember to stay close to the floor when exiting the home.
5. Touch closed doors to check for heat. (If hot, use alternate exit).
6. In the event of a fire, stress the importance of not re-entering the home for any reason.

IT STARTS WITH . . . - ***Beginning Consonants***

1. While on a walk, choose five letters of the alphabet.
2. Look for signs or objects that begin with each sound.

CHALLENGE: Have your child think of other words that begin with this sound. Put the words together to make a silly sentence.

LEAF RUBBINGS - ***Art/Seasons***

1. Have your child find a leaf.
2. Tape it on the right half of a piece of paper.
3. Fold the left half of the paper over the leaf to cover it.
4. Lightly rub a crayon over the paper. Veins will appear!
5. Child may write a fall poem or message inside the card.

CHALLENGE: Find several kinds of leaves and identify and label them.

STOP, DROP, ROLL - ***Safety, Large Motor***

1. Discuss with your child: STOP, DROP, ROLL.
2. This is what you do if your clothes catch on fire: **Stop** running, **drop** right where you are, and **roll** to smother the fire.
3. Talk about why it is important not to run and how rolling will put the fire out (No air to feed the fire).
4. Practice STOP, DROP, and ROLL.

October Week 3

LIBRARY BOOKS - *Reading*

1. Help your child select a book or two to read at home.
2. Discuss the proper book care with your child:
   a. Use clean hands.
   b. Keep away from younger children and pets.
   c. Don't write or color in the book.
3. Find a safe place to keep the book.

DON'T SCARE ME! - *Feelings*

1. Identify something that is scary to your child.
2. Have child draw a picture of the scary thing.
3. Talk about the fear.
4. Do something to stop the fear (read about it, leave a light on, etc.).

CHALLENGE: Read Franklin in the Dark or another book concerning fears together.

REAL OR MAKE BELIEVE - *Reading*

1. Using a magazine or storybook, have your child choose 5 pictures of make-believe things.
2. Discuss why the pictures are make-believe (examples: animals wearing clothes, animals talking)

CHALLENGE: Choose one of the pictueres. Pretend you are the animal. Tell what it is saying.

JOB CHART - *Responsibility*

1. Make a "job chart" for Activity 3 in October, Week 1. (It's My Job)
2. Talk about what is expected and make sure your child understands.
3. When the task is completed, the parent can put a smile face or sticker on that task.
4. Once a month check the job chart together.

October Week 4

ADOPT-A-TREE - ***Seasons***

1. Help your child find a tree.
2. Look closely at the tree.
3. Encourage your child to notice it's size, shape, branches, and leaves.
4. Then have your child draw a picture of the tree.
5. Hang the picture or put it in a safe place to be referred to later in the year.

DAYS OF THE WEEK - ***Sequencing/Calendar***

1. With your child, recite the names of the days of the week, always beginning with Sunday.
2. Talk about what day it is. What was yesterday? What will tomorrow be?
3. Ask other questions, such as: What is the first day of every week? What is the last day of every week? What is the middle day? What are the week days? How many days are there in every week?

PLEASE? THANK YOU! - ***Manners***

1. As a family, be extra aware of good manners all day. (It is habit forming.)
2. Say "Please," and "Thank You," whenever appropriate.
3. At the end of the day, discuss feelings when polite words were used.

WHAT DO I DO? - ***Community Awareness, Creative Play***

1. Discuss with your child what should be done if he/she comes home from school and you are not there.
2. Where should he/she go and/or do? Talk about it.
3. Act it out. [Remember: Even the best intentions of being home on time get held up by being in a slow checkout line or having car trouble. It can happen to anyone.]

*Please return this ***entire sheet*** to school!

OCTOBER

We worked in the Home Activities Book this month.

_____ _____

Student Printed Name Parent Signature

Comments: _____

_____

_____

✂ ----------

This Home Activities Award is presented to

_____

(student's name)

for working on October's Home Activities.

_____ _____

Teacher's Signature Date

November Week 1

LET'S VOTE - *Citizenship*

1. As a family, decide on a night to do a family activity.
2. Each family member voting chooses an activity for that night, such as a game, a book, a TV show.
3. All family members vote and join in the activity for a set period of time (half hour, one hour, etc.)

MAJORITY RULES - *Citizenship*

1. Discuss the menu choices for an upcoming meal with the entire family.
2. Write all the choices on a piece of paper and have each member vote for their choice by placing a tally mark under or beside the words.
3. Count the votes. Ask which food received the most votes and which food received the least.
4. Have your child help you prepare the food chosen.

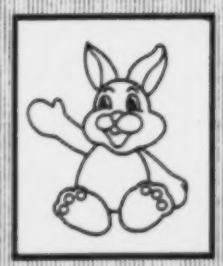
MY TELEPHONE BOOK - *A-B-C Order*

1. Have your child choose five relatives or friends.
2. Cut drawing paper or grocery bags into equal sizes. One sheet will be needed for each name.
3. Help your child find the phone number for each person chosen.
4. Have your child write one person's name and phone number on each page. Alphabetize the pages. Add pages as needed.
5. Fasten pages together with staples, string, paper clips, ribbon, etc.

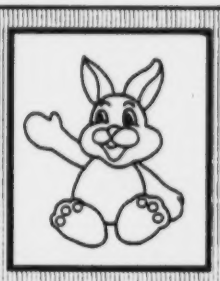
CHALLENGE: List the people by their last name. Include their addresses.

GIVE ME A CALL - *Telephone Skills*

1. Allow your child to make a friendly phone call to a relative or close friend.
2. Have your child write the number on a 3 x 5 card or piece of paper as you dictate it.
3. Role play the beginning of the conversation before dialing.
4. Make sure your child has one thing to ask and one thing to tell before calling.
5. Remind your child to speak clearly and politely and to say good-bye at the conversation's end.
6. Allow your child to dial the number as you watch.
7. Repeat this activity often, calling various relatives or friends.



November Week 2



SAY NO, GET AWAY, AND TELL SOMEONE - ***Safety***

1. Does your child know what to do if a stranger approaches? Ask your child these questions: Would you get into a stranger's car? Would you help a stranger find a lost animal? Would you help a stranger buy Mom or Dad a present? Would you go with a stranger if the stranger told you that Mom or Dad wanted you?
2. Act out each suggestion and help your child make the proper choices.
3. Stress SAY NO, GET AWAY, and TELL SOMEONE. Talk about it.

FEEL YOUR WORDS - ***Spelling***

1. Spread out some shaving cream on the countertop or on a piece of waxed paper on the table.
2. Have the child write words in shaving cream. (Ex. color words, spelling words, number words, name, etc.).

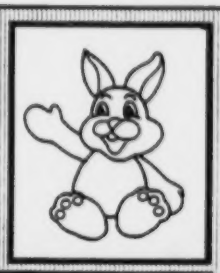
A STRANGER COMES - ***Safety***

1. Tell you child you are going to pretend that he/she is home alone and you are a stranger.
2. Go outside and knock on the door. Did your child open the door to see who was there? Talk about dangers of opening the door to strangers.
3. Make sure that your child never tells anyone (at the door or on the phone) that he/she is home alone. The best thing to say is that Mom/Dad can't come to the door/phone right now.
4. Does your child know an emergency phone number to call if needed?
5. Discuss.

PRACTICE CALL 9-1-1 - ***Safety, Telephone Skills***

1. For this activity DISCONNECT THE PHONE. Show your child how to dail 9-1-1 on the real telephone.
2. Tell your child that the police and fire departments as well as an ambulance can be reached by dailing 9-1-1 ONLY IN EMERGENCIES.
3. Using a pretend telephone, describe a situation to your child that might occur and have your child practice dialing 9-1-1 and giving the important details.

November Week 3



THE COMMON COLD a.k.a. AAA-CHOO! - *Health Habits*

1. Talk about the symptoms of a cold with your child (sneezing, aching, coughing, and feeling hot).
2. Encourage your child to cover his/her mouth when the feeling of a sneeze comes.
3. Role play a stuffy nose and the use of a tissue.
4. Buy a box of tissues just for your child's use for his next cold.
5. When your child actually does come down with a cold, remember to make positive comments when your child covers his/her mouth when a sneeze comes or blows a runny nose on his/her own.

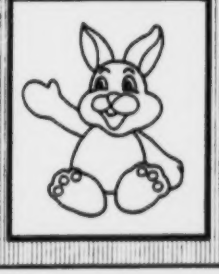
PATTERN PLACEMENT - *Math, Patterning*

1. Cut a grocery bag into place mat size paper (about 11 in. x 18 in.).
2. Use a quarter to trace a border of circles across the top of a place mat.
3. Choose two colors of crayons or markers.
4. Child colors circles in a repeating pattern (such as red, blue, red, blue).
5. Use or display at a family meal.

Variations: Use a three-color pattern, or create a different pattern.

WHAT'S COOKING - *Sequencing*

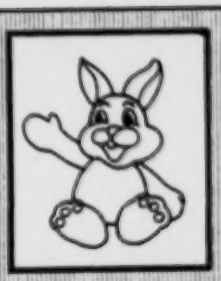
1. Choose a simple recipe that you can make with your child (jello, pancake batter).
2. Read the directions aloud.
3. Help your child decide which utensils, bowls, etc. will be needed and have your child get them out.
4. Go through the directions one step at a time. Let your child do as much of the cooking as possible.
5. Have another family member ask your child how the food was made. Have your child retell the steps.



I'M THANKFUL - *Writing Process*

1. Have your child design a card for Thanksgiving or to thank someone.
2. Then decorate it with markers, crayons, or cut paper.
3. Have your child write a message inside (or dictate it to someone).
4. Your child signs the card.
5. Help your child address the envelope. Allow your child to place the stamp in the appropriate corner and mail the card to a friend or relative.

November Week 4



FROM BEGINNING TO END . . . - *Listening*

1. Read a story to your child.
2. Divide a piece of drawing paper into thirds and have the child draw pictures to show what happened at the beginning, middle, and end of the story.
3. Have your child retell the story using the pictures as a guide.

MEMORY GAME - *Visual Memory*

1. Use a plate or tray.
2. Place 10 small objects on the tray. They should all be different.
3. Ask your child to turn around while you remove one object.
4. Have your child tell which object is missing.

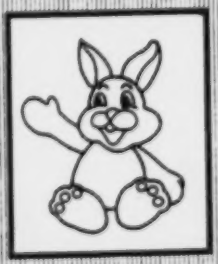
CHALLENGE: Add more than 10 objects or take away more than one.

PAGE NUMBER SEARCH - *Number Sequence*

1. Use a book, catalog, or magazine to find page numbers. Example: Turn to page 43. Turn to page 24.
2. Continue on with random numbers.

WATCHING TV TOGETHER - *Listening*

1. Choose a child's program to watch together (preferably not a cartoon).
2. During a commercial, ask your child if he/she understands the program. Ask the child to predict the ending.
3. When the program is over, ask questions such as:
   a. What did you like about the show?
   b. What didn't you like?
   c. What was the funniest/saddest part?
   d. Would you have enjoyed being in the story?
   e. If you could have changed something in the program what would it have been?



*Please return this ***entire sheet*** to school!

NOVEMBER

We worked in the Home Activities Book this month.

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Student Printed Name Parent Signature

Comments: _____

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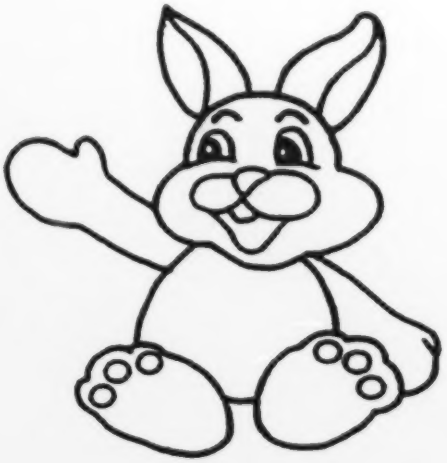

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_____ _____

Teacher's Signature Date

December Week 1

ABC ORDER - ***A-B-C Order***

1. Have your child take about 10 cans or boxes of food from the cupboards.
2. Either on the table or floor, arrange them in ABC order.
3. Make a list of the 10 items on paper in ABC order.

TIME AWARENESS - ***Telling Time***

1. Have your child predict how long it takes to: get dressed, eat breakfast, make bed, clean room.
2. Time the activity.
3. Compare the prediction with the actual time.

ACTIVITY	PREDICTED TIME	ACTUAL TIME

RECYCLE - CONSERVING WATER AWARENESS - ***Ecology***

Water is an important natural resource. In one year, by not letting the water run, we save up to 20,000 gal. of water - enough to fill a swimming pool.

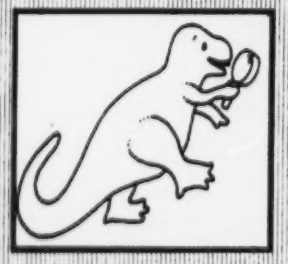
1. Open an empty milk carton and hold it under the faucet.
2. Turn on the faucet and time it. How long did it take to fill the carton?
3. Use the water to water plants. Don't waste it.

CHALLENGE: Think of other ways of saving water.

MONTHS OF THE YEAR - ***Calendar, Sequencing***

1. Have your child tell you what month it is.
2. Ask what month comes before this month and what month comes next. Discuss any special days or holidays which occur in each month.
3. Have your child practice writing the names of the three months used in this activity.

CHALLENGE: Have your child write the names of all 12 months in order without looking at a calendar



December Week 2

DID YOU REMEMBER TO CELEBRATE FAMILY NIGHT? - *Family*

1. Choose a night each week that is to be proclaimed "Family Night". Gather together for 30 minutes.
2. One family member will plan the night's activity.
3. Everyone does that activity together.
4. Take turns planning other family nights.

CHALLENGE: Play a quiet game, take a walk, take a trip to the library, make something together.

DID YOU REMEMBER TO "RAH! RAH! RAH!"? - *Reading*

1. As a family, set aside 10-15 minutes daily for family reading at home. Pick a time and room in which to read.
2. Supplies you'll need are a timer, library books, books from family members personal collections, newspapers, magazines, and any other printed material. (Yes, even comic books and baseball cards count!)
3. When all members have assembled, allow your child to set the timer for the agreed upon amount of time. Each member should quietly read.
4. When the time is up, resume other activities or talk briefly about what people read.

DID YOU REMEMBER TO USE YOUR LIBRARY CARD? - *Reading*

1. Take your child to your local library.
2. Check out several books to read and to be read aloud (the librarian can help you with the reading level).
3. When books are due, return them and check out more! Enjoy literature!

DID YOU REMEMBER TO PRACTICE YOUR NAME, ADDRESS, AND PHONE NUMBER? - *Life Skills*

1. Have your child say first and last name, address, phone number, and birthdate.
2. Help your child to practice writing first and last name, address, and phone number.
3. Practice this procedure throughout the year. This is necessary even when the child appears to know it easily.

December Week 3

FAMILY FIRE DRILL - ***Safety***

1. Practice your family fire drill.
2. With your child, check your smoke detectors. Does your child know what the smoke detector sounds like?
3. With your child, review a family meeting place in case of fire (outside and safely away from the house).

SKIP COUNTING - ***Counting***

1. Have your child count pairs of shoes by twos.
2. Count pairs of other items such as gloves, hands, feet, eyes, ears, socks, etc., by twos.

NOTE: If this seems difficult at first, the parent can say the odd numbers in a whisper voice while the child fills in the 2, 4, 6, in a louder tone.

EXCITED/WORRIED - ***Feelings***

1. Think about something that makes you excited.
2. Tell about it.
3. Think about something that worries you.
4. Tell about it.

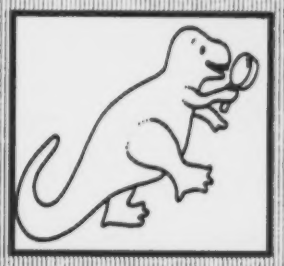
CHALLENGE: Ask each family member to describe what excites or worries him/her.

PUNCH ME OUT! - ***Reading, Art***

1. Print your child's first name or initials on a piece of paper. (Use the back of a school paper to minimize waste.)
2. Child will use paper punch and a colored piece of paper to punch out enough dots to cover the letters you printed.
3. Child will glue dots one-by-one to cover the printed letters.

CHALLENGE: Dots can be used to create a picture or design.

December Week 4



GIVING - ***Feelings***

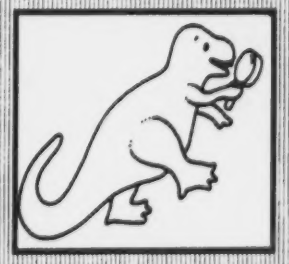
1. Think of a gift that doesn't cost anything.
2. Give your gift to someone special.

I LOST MY TOOTH! - ***Dental Health, Art***

1. You will need a small container, envelope, or ring box to use as a tooth container.
2. Have your child decorate the container.
3. When your child loses a tooth, it can be put into the special container.

SKIP COUNTING - ***Counting***

1. Have your child find the pairs of socks in the clean laundry and lay them out in a long row.
2. Put a number card under each sock.
3. Count the socks together (The parent says 1, the child says 2, the parent says 3, the child says 4, . . .).
4. Help the child roll the socks up and "shoot" them into the laundry basket. The parent will say 2, 4, 6, 8, as each pair is thrown in.



R & R (REST AND RELAXATION) - ***Life Skills***

1. Take time out to be with your family.
2. If possible, play soft music in the background.
3. Enjoy your time together.

*Please return this ***entire sheet*** to school!

DECEMBER

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Student Printed Name Parent Signature

Comments: _____

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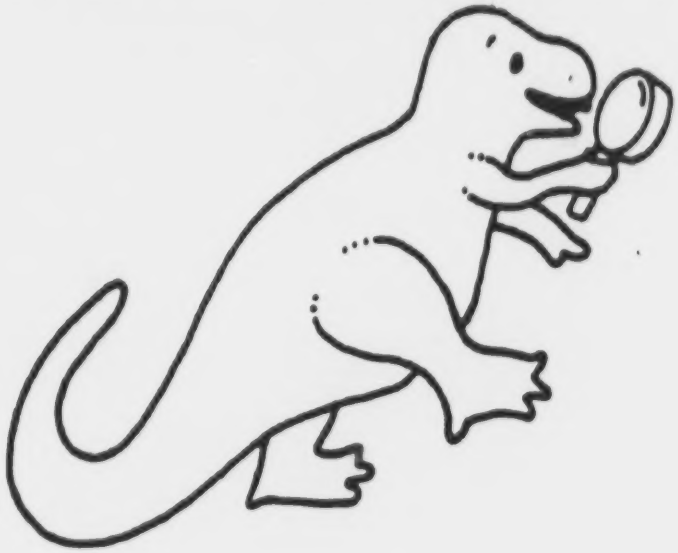

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_____ _____

Teacher's Signature Date

January Week 1

SORTING MONEY - ***Money, Sorting***

1. Using change, sort the coins. Did you find pennies? How many?
2. Count the nickels, dimes, or quarters.
3. Have someone help you count. How much money do you have?

THANK YOU NOTES - ***Writing Process***

1. Have your child think of something for which your child is thankful (perhaps a recent gift or kind act). Discuss the giver. Why was the gift given? How did it make your child feel? How could your child let the giver know that the gift was appreciated?
2. Locate a note card or a piece of paper to use as a thank you note.
3. Help your child spell words to make a simple sentence or two saying thanks to the giver and why the child liked the gift.
4. Help your child address the note and either mail or deliver it.

HIDE-AND-SEEK - ***Listening Skills***

1. Hide an object your child would like to find.
2. Write out 5 direction clues for your child to listen to and follow.
3. Each direction should lead to the next clue.
4. Hide the clues.
5. Read the first clue to your child. (Ex.: Go to the kitchen, look in the top left drawer). Follow all clues until the object is found.

CHALLENGE: Let your child read all or part of the clue. Choose words from a school reading list.

LEFT-RIGHT POEM - ***Left-Right, Listening Skills, Writing Process***

Stand up and practice:

Here is my right hand, I'll raise it up high.
Here is my left hand, I'll reach the sky.
Right hand, left hand, roll them around.
Left hand, right hand, pound, pound, pound.

CHALLENGE: Compose another left-right poem.

January Week 2

MATH NUMERAL RECOGNITION 50 TO 100 - *Numeral Recognition*

1. Find an old set of playing cards or 51 index cards.
2. With black magic marker, print the numerals from 50 to 100 on each playing card or on the plain side of an index card.
3. Mix the cards up.
4. Have your child sort the cards so one stack is all the 50's, one stack is all the 60's, one is the 70's, one is the 80's, one is the 90's. What number is left over?
5. Then help your child arrange each stack in order. (Ex. from 50 to 59, from 60 to 69, etc.)
6. Have your child look at the cards and say numbers from 50 to 100.

WINTER SENSES BOOK - *Senses*

1. Share a story about winter.
2. Make a book.
3. On page 1, list things you **see** in winter.
4. On page 2, list things you **hear** in winter.
5. Do additional pages for things you **feel**, **taste**, and **smell**.
6. Don't forget to share your finished book with others.

FEED THE BIRDS - *Animals*

1. Have your child tie a string to a pine cone.
2. Cover the pine cone with peanut butter.
3. Dip in birdseed or sunflower seeds.
4. Allow your child to select a spot to hang outdoors near a window and watch the birds eat the seed.

CHALLENGE: String popcorn, Cheerios, cranberries, and hang in a tree.

CLAY PLAY - *Fine Motor, Recipe, Letter Recognition*

1. Purchase modeling clay or make play dough using the following recipe.
   2 cups flour 1 TBSP salad oil 2 TBSP cream of tarter
   1 cup salt 1/2 cup hot water
   Mix water and salad oil. Stir in salt and then flour. Let your child work the mixture with clean hands until smooth. (Store in plastic bag or sealed container.)
2. Child can use the clay to form alphabet letters, both capital and lower case.

January Week 3

LEFT-RIGHT HOKEY POKEY - ***Left-Right, Listening Skills, Music***

1. Get some other family members or friends to practice with you.
2. Practice using left and right body parts as you sing and hop to the "Hokey Pokey."

MONTHS OF THE YEAR - ***Seasons, Listening Skills***

1. Together with your child, recite the names of the 12 months of the year.
2. As you say them again, tell what number each month is (January will be the first month, February the second month, etc.)
3. Discuss the 4 seasons of the year. Help your child decide which 3 months comprise each of the seasons.

RIDDLE ME - ***Listening Skills***

1. The parent makes up a riddle about the day. Example: I went somewhere that had breakfast cereal, detergent, and donuts. Where did I go? (Grocery store)
2. Let your child guess the answer.
3. Child takes a turn creating a riddle about the school day.

FOLLOWING DIRECTIONS - ***Listening Skills***

1. Have your child follow some two-step directions such as:
   a. Get a fork from the kitchen and then take your shoes into your room.
   b. Make your bed and then bring me your favorite book.
   c. Wash your face and then comb your hair.
2. Remember to say the directions only once.

CHALLENGE: Give your child some 3-step directions to follow!

January Week 4

WATCHING TV TOGETHER - ***Listening***

1. Choose a child's program to watch together.
2. At mid-point intermission time, take a minute to check if your child understands the program.
3. Provide pencils and paper when the program is completed.
4. Have your child draw a picture of something about the show.

Optional: Child either labels items in the picture or writes a story about the picture in a journal.

MANNERS - ***Manners***

1. Discuss good manners with your child. What are they? Why are they important? Who should use good manners? When?
2. Have your child think of a time recently when someone used good manners. What happened?
3. Have your child draw a picture showing the use of good manners. Ask how it feels. Display the picture proudly.

ADDITION OR SUBTRACTION FACTS - ***Subtraction, Addition***

1. Use sheets of paper or file cards.
2. Put problems on one set of cards and answers on another set of cards.
3. Play as you would "Go Fish". Child asks for card with same answer as card being held. Ex. Child has card 3 + 4. The 7 card is requested. If the correct answer is given, the set is kept, if wrong, the cards are put back. Then the next person takes a turn and the game continues until all cards are matched.

SWEET DREAMS - ***Listening Skills***

Share a story or two before going to bed.
Sweet dreams!

*Please return this ***entire sheet*** to school!

JANUARY

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_____ _____

Student Printed Name Parent Signature

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_____ _____

Teacher's Signature Date

February Week 1

POST OFFICE - ***Community Awareness***

1. Together collect items that could be used to play act working in a post office. Suggestions - junk mail, old greeting cards, envelopes, pencils, crayons, stamps.
2. Have your child pretend to be the postal clerk.
3. Play act different situations with your child.

CHALLENGE: Follow up with a trip to the post office.

MAKE YOUR OWN LIGHTNING - ***Experiment***

1. Make sure the day you do this is a **cold, dry one**.
2. Make sure the room is fairly dark.
3. Have your child, yourself, and any other "scientist" rub feet back and forth on the carpet.
4. Have participants touch each other with one finger.
5. Talk about what was seen and felt and the similarity with lightning outside.

CHALLENGE: Discuss with your child, the term STATIC ELECTRICITY. You may wish to further research this with a trip to the library.

BOSS FOR A DAY - ***Listening Skills, Life Skills, Writing Process***

1. Discuss the importance of following directions to do a job.
2. Choose a simple household task (Ex.: setting the table, folding the laundry, making the bed.)
3. Have your child give you step by step instructions to complete the task.
4. Follow each instruction.
5. Was the task completed correctly?

CHALLENGE: Have your child write out directions for completing a task (such as feeding a pet, making a cake, making a valentine).

ESTIMATION - ***Estimation***

Estimate or guess how many items are in a given container, such as a small bag of M & M's, Fun Fruits, raisins. Then count to see how close the estimate came. The more this activity is done, the more accurate the estimates will become.

February Week 2

MEASURE SNOW - *Experiment, Seasons, Weighing and Measuring*

1. Go outside and measure out one cup of snow.
2. Weigh it on a scale.
3. Set it on a table to melt.
4. How much water is in the cup?
5. Weigh the water.
6. Is there a change in weight?

CHALLENGE: See if a loose cupful of snow weighs the same as a tightly-packed cup. If you don't have snow, try crushed ice, or try on another day.

ANIMALS - *Animals, Reading, Writing Process*

1. Visit the library to borrow books about animals.
2. Read and discuss the stories.
3. Child decides which animal to choose for a pet.

CHALLENGE: Write about your choice for a pet.

BREADS, CEREAL, PASTA - *Nutrition, Classification*

1. Ask your child to name some favorite breads, cereals, and pastas. Help your child to name others.
2. Look in the cupboards and refrigerator for breads, cereals, and pastas.
3. Label a piece of paper with three sections BREAD, CEREAL, PASTA.
4. Cut out magazine pictures of breads, cereals, and pastas and glue them onto the paper under the correct heading.
5. Discuss and display.

BREAD	CEREAL	PASTA

TRACING FUN - *Fine Motor, Geometry*

1. Find several objects around the house that are small enough to trace around on a piece of paper (cup, plate, book, cereal box, blocks, cookie cutters, your foot, your hand).
2. Child traces around each and names the shapes seen, especially any circles, squares, rectangles and diamonds or kite shapes.

CHALLENGE: Find some triangle shapes in your house. Oval shapes.

February Week 3

SNOW ANIMALS - ***Animals, Art***

1. Gather up several old detergent bottles or spray bottles.
2. To each bottle add several drops of food coloring.
3. Fill bottles with water.
4. On one of those great wet-packing snow days, go out with your child and make animals or anything interesting out of snow.
5. "Spray paint" your creations of snow the appropriate colors.

FRACTION FUN - ***Fractions, Cooking***

1. Play-act being a chef or baker.
2. Make cookies or a special treat together. Have the child find the measurement amounts of the ingredients. Read the fractional measurements and use the corresponding measuring cups and spoons.
3. Enjoy your treat.

CLAP A SENTENCE - ***Listening Skills, Patterns***

1. Sit facing your child.
2. You will slap your thighs and clap your hands together (your child will mirror the same movements). Then clap hands with your child so that your left hand will clap your child's right hand.
3. Start the pattern again, but this time your right hand will clap your child's left hand.
4. The first time you and your child clap hands you will say a word. This will be the first word in the sentence.
5. The second time you and your child clap hands your child will say a word. This will be the second word in the sentence.
6. Take turns adding words until a complete sentence is made.

COUNTING BY 5'S & 10'S - ***Large Motor, Skip Counting***

1. You will need a cardboard box, laundry basket, or waste basket.
2. Find a ball or other object to throw inside the container.
3. Mark a spot fairly close to the container with a string. Any shot made from this mark is worth 5 points.
4. Mark a spot farther away from the container with string. Any shot made from this mark is worth 10 points.
5. Keep a running total of points scored.

CHALLENGE: Make a third line closest to the container worth 2 points.

February Week 4

WHAT IS TODAY WORTH? - ***Counting Money***

1. Ask your child what day of the month it is (15th, 23rd, 29th, etc.).
2. Provide pennies, nickels, and dimes and have your child show you combinations of coins that total the day's date. Make as many different combinations as possible.
   Ex.: 15th = 15 pennies, 3 nickels, 1 dime & 1 nickel, 10 pennies and 1 nickel, etc.

EEK! IT'S GREEN! - ***Nutrition, Classifying***

1. Set out green foods - pickles, peas, olives, beans, pop, juice, celery, broccoli, etc.
2. Ask how it's packed - jar, can, plastic.
3. Identify food groups.
4. Discuss biggest, smallest container; heaviest, lightest; salty, sour, sweet, bitter; shapes (encourage words like round, square, long, big, etc.)
5. Another day, pick another color.

PET CARE - ***Writing Process, Animals***

1. Make a list of animals you might keep as pets.
2. If you have a pet, write a letter to someone telling how to care for your pet.
3. If you don't have a pet, visit a friend who does. Ask questions about how to care for that pet.

CHALLENGE: Make an instruction manual.

MEASURING AND POURING - ***Measuring***

1. Fill the sink 1/2 full with water. Provide plastic measuring cups, spoons, and bowls.
2. Allow your child to practice pouring and measuring the water.
3. Provide a step stool or chair, if needed. ALWAYS KEEP AN EYE ON YOUR CHILD.
4. Save the water to wash up the dishes so that it is not wasted.

CHALLENGE: Experiment with different objects to see what sinks or floats.

*Please return this ***entire sheet*** to school!

FEBRUARY

We worked in the Home Activities Book this month.

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Student Printed Name Parent Signature

Comments: _____

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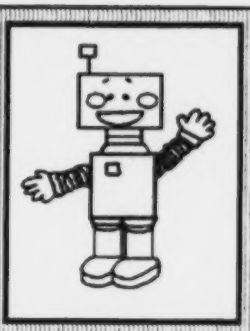
for working on February's Home Activities.

_____ _____

Teacher's Signature Date

March Week 1



SUGAR! - ***Nutrition***

1. Discuss with your child how we need to control sugar in our diets and how foods have "hidden" sugars in them.
2. Get several boxes or cans of foods. Put them on the counter or table.
3. Together read the ingredients on each package or can.
4. See if the foods contain sugar. Remember that corn syrup, fructose, and glucose are sugars.

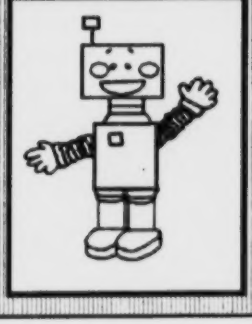
CALENDAR - ***Weather***

1. Provide your child with a calendar for the month.
2. Each day at the same time, check the weather and have your child draw a symbol on the calendar indicating sunny, rainy, snowy, cloudy, or foggy weather.
3. At the end of the month, graph the number of each kind of day. What kind of weather occured most? What kind occured least?

CHALLENGE: Predict the weather for the next month.

WORD BANK - ***Reading, Writing Process, Vocabulary***

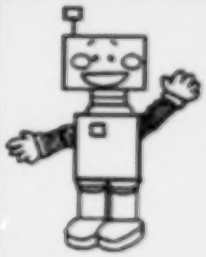
1. Find a container, such as a recipe file box or an old shoe box.
2. Cut up paper into 3 x 5 cards or use recipe cards.
3. When your child reads for fun or writes in a journal, occasionally ask your child to make a card of a favorite word to store in his word bank.
4. These favorites can be used as a spelling resource for journal writing and for vocabulary games such as "GO FISH" or "CONCENTRATION". Be creative, make up your own game!



WEATHER READING - ***Weather, Reading***

1. Go to the library.
2. Check out both a picture book and a non-fiction book about weather.
3. Read both books together.
4. Allow your child to read the picture book orally to another family member or friend.
5. Assist your child in reading more difficult words.

March
Week 2



LET'S PRETEND - ***Classification, Animals***

1. Pretend to be an animal. You might use categories such as zoo animals, farm animals, jungle animals, animals that live in the forest.
2. Let someone guess your animal. Take turns.

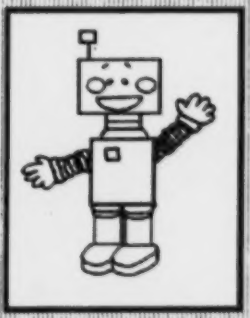
E-I-E-I-O - ***Careers, Music***

Using the tune to **Old McDonald**, together make up new words substituting career names and the tools of the jobs. (Ex.: Mr. Plumber had a truck, E-I-E-I-O; and in his truck he had a wrench E-I-E-I-O).

COMING IN FOR A LANDING - ***Map Reading, Measurement***

1. Make a paper airplane.
2. Open up a road map and lay it on the floor.
3. Ask your child to throw the airplane, aiming for the map.
4. Help your child read the name of the place where the airplane lands.

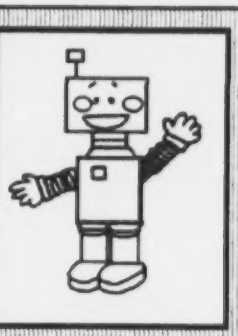
CHALLENGE: How many miles did the plane fly from one place on the map to the second place? Use the scale in miles part of the map to help out.



ANIMAL STORIES - ***Animals, Reading***

1. Read a factual story about a baby animal together.
2. Have your child tell you what happened in the story. (Ex. How do baby animals behave? What do they do differently than adult animals?)

March Week 3



HATCHING - ***Creative Play***

1. With your child, pretend you are a baby bird hatching out of an egg.
2. Remember that you are cramped inside the shell and it is hard to break the shell open. What is it like to see so much sunlight and hear so many noises?
3. Write a story about what it is like to hatch out of an egg.

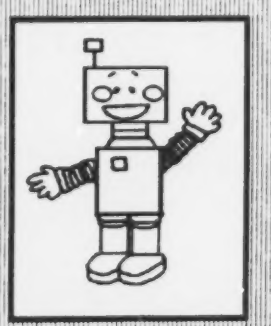
YESTERDAY, TODAY, TOMORROW - ***Calendar***

1. Choose a good time to sit down with your child and discuss what the words yesterday, today, and tomorrow mean.
2. Ask what your child thinks might be happening next week.
3. Ask about next month.

CHALLENGE: Ask about next year!

YUM! - ***Nutrition***

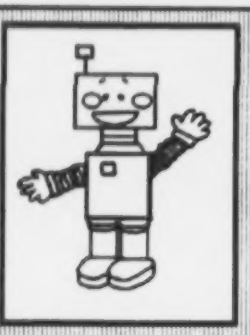
1. During a meal, ask your child to identify one thing being eaten. To what food group does it belong?
2. Have your child tell about the inside and the outside of the food. Encourage the usage of describing words.
3. How many bites did it take to eat it?



WIND WALK - ***Senses, Writing Process***

1. Go outside for a walk on a windy day with your child.
2. Stand still with your eyes closed.
3. Talk about what you feel.
4. With your eyes open, watch the movement of the trees and other objects.
5. Tell your child to listen for sounds.
6. When you get home help your child organize his thoughts about your windy day walk and have your child write about the experience in his or her journal.

March Week 4



WHAT WILL I BE? - ***Changes, Art***

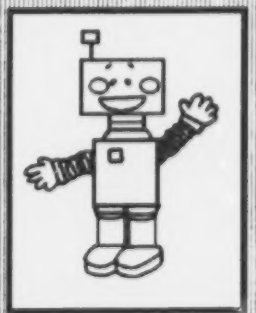
1. Using a large sheet of paper, divide it into 3 equal sections.
2. Label each section as follows: As a Baby I _____; As a First Grader I _____; When I Grow Up I Will _____.
3. Have your child fill in the blanks and draw related pictures in each section.

SHOPPING FOR CEREAL - ***Nutrition***

1. Take your child on your weekly shopping trip to the grocery store.
2. Have your child select a favorite **nutritious** cereal to buy.
3. After the cereal has been eaten, help your child cut off the front panel and cut it into 4 to 6 puzzle pieces.
4. Have fun putting the puzzle together and reading the words.

FLYING HIGH - ***Seasonal/Art***

1. Child makes a large square from paper.
2. Help your child discover how to make it into a rhombus (kite shape) for a kite.
3. Decorate the kite with crayons, markers, glue, glitter & other household scraps.
4. Make a tail for the kite. Discuss whether kites could be made with other shapes.
5. Fly the kite on a windy day.



SHIRT SLEEVE WIND SOCK - ***Weather/Experiments***

1. Cut a long sleeve off an old shirt.
2. Bend a piece of coat hanger into a circle.
3. Pull the cut end of sleeve over wire circle.
4. Sew or staple overlapping edges to hold the wire in place.
5. Stitch closed the other end of sleeve.
6. Decorate with markers, perhaps in a fish design.
7. Tie your wind sock outside.
8. Watch what the wind does for several days to the wind sock.
9. Encourage your child to record observations on a chart or in a journal.

*Please return this ***entire sheet*** to school!

MARCH

We worked in the Home Activities Book this month.

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Student Printed Name Parent Signature

Comments: _____

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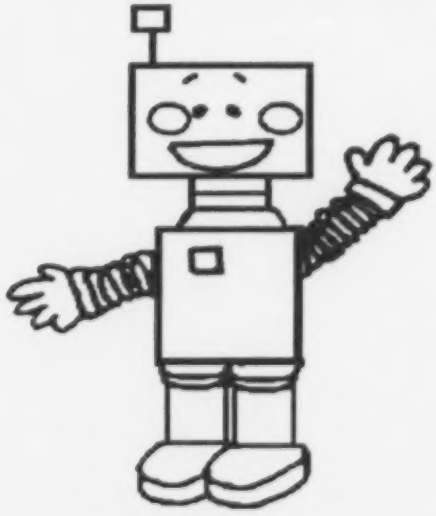

This Home Activities Award is presented to

_____

(student's name)

for working on March's Home Activities.

_____ _____

Teacher's Signature Date

April Week 1

MUSICAL PRECIPITATION - *Music, Weather, Experiment*

1. Place several (8 or so) glass jars outside on a rainy or snowy day.
2. After a while, bring the glasses inside and arrange from most to least rain or snow (adjust by pouring out or adding water to make different levels if necessary).
3. If snow has been gathered, allow it to melt, and adjust levels as needed.
4. With a spoon, tap the sides of the glasses, creating new songs and trying to re-create old ones.

CHALLENGE: Talk about the water cycle and how the rain or snow ended up in the cups. Also talk about the word precipitation and its meaning. Write the word for your child to see. Look it up in a dictionary.

EGGS - *Animals, Writing Process*

1. Help your child write an imaginary story about a baby bird inside an egg.
2. How does the bird feel? What is it like inside the egg? How does the baby bird get out?

CLASSIFYING OR GROUPING - *Animals, Classification*

1. Cut out pictures of animals from magazines.
2. Find several sheets of paper.
3. Think about ways the animals are alike. Think about ways animals are different.
4. Decide on ways to group the animals and arrange the pictures on the sheets of paper.
5. Describe with words how you sorted the animals.

CHALLENGE: Describe in writing how you sorted the animals.

SIMON SAYS - *Following Directions, Listening*

1. The parent will be Simon. Give a 2 or 3 step direction for your child to follow.
2. Your child should follow the direction only when it starts with Simon says.
3. Try to end with a direction that your child will enjoy following, so that your child will want to play the game on another day.
4. Let your child take a turn being Simon.

April Week 2

TORNADO DRILL - ***Safety***

1. Discuss where to go and what to do, if you need to take cover.
2. Discuss the need to move quickly, but not to run or panic.
3. Discuss the safest place in your home for shelter.
4. Role play your family's course of action in a tornado situation.

RECYCLE - ***Ecology***

1. Discuss the importance of our Earth community.
2. Start recycling boxes for paper, glass, plastic, and metal.
3. Save and sort items for recycling.
4. Visit a local recycling station.

FOOD PYRAMID - ***Nutrition***

1. Discuss the new food groups.
2. On a piece of paper, draw a large pyramid.
3. Help your child label the pyramid as follows from bottom to top: breads-cereals, fruits-vegetables, dairy products, meats, fats-oils-sweets.
4. Explain that the pyramid shows which foods we should eat the most (breads-cereals) and which ones we should eat sparingly (fats-oils-sweets).

CHALLENGE: Which food come from plants? Which come from animals?

MAP WALK - ***Map Skills***

1. Together, go outside for a walk.
2. Point out the direction in the sky where the sun rises (east) and sets (west).
3. At home, draw a simple map showing where you went on your walk.
4. Label the four directions (north, south, east, and west) on your map.
5. Make symbols for roads, buildings, lakes, parks, railroad crossings, etc. that you passed.

April Week 3

DON'T BE A LITTERBUG - ***Ecology***

1. Pick a sunny afternoon.
2. Take a walk in the park or the schoolyard or around your neighborhood with an empty container.
3. Pick up and dispose of the litter that you find.

JUNK FOOD FUN - ***Nutrition***

1. Have your child plan 3 meals of junk food. See how "junky" you can make it.
2. Discuss how you think you'd feel after eating this. What would happen to your teeth?
3. Plan a healthy meal using the food pyramid for ideas. (April, Week 2)

MAKE A RAIN GAUGE - ***Weather, Experiments, Graphing***

1. Find a tall narrow jar (an olive jar works well) for this activity.
2. Cut a strip of masking tape as long as your jar.
3. Mark it off in 1/2 inch sections using a ruler and a pen.
4. Stick this to the outside of the jar.
5. Put the jar outside in a place clear of trees, but where it won't be disturbed.
6. Check jar daily.
7. Graph findings. Empty the jar and start over.

A.M. OR P.M.? - ***Telling Time***

1. To help your child begin to understand A.M. and P.M., choose a time in the morning to discuss what time it is and what your child is usually doing then. Discuss the fact that there is also the same P.M. hour and help your child think about what is usually happening then.
2. Do the same activity in the afternoon.

April
Week 4

MAKE A CLOCK - ***Telling Time***

1. Use a circular piece of paper or a large paper plate.
2. Write the numerals 1 through 12, looking at a real clock for proper placement.
3. Cut out two arrows for hands, one shorter than the other and brad or pin in place. Talk about what each one is called and what each shows.
4. Set the hands to show hours and half-hours and have your child tell the time.

WORM HUNT - ***Animals***

1. Look for a spot in a flower bed, garden plot or dirt pile in which to dig.
2. Use a shovel or stick to dig and see how many worms you can find.

FRACTIONS - ***Fractions***

1. Give your child a graham cracker or saltine that can be divided evenly (cut up a slice of bread if you are out of crackers).
2. Child tells how it can be divided into equal parts (halves or fourths) and each part is 1/2, or 1/4.
3. Eat one half or one fourth at a time and tell what fraction remains each time one part is eaten.

CHALLENGE: Find or make something that can be divided into thirds!

THE WEATHER MAN SAID . . . - ***Weather***

1. Have your child listen to the radio or watch a weather show on T.V. for at least one week with you.
2. After each show, talk about the temperature for the day and the type of weather expected for the day.
3. Have your child report the weather to another family member or friend.

CHALLENGE: You could also do this activity by reading the daily weather as recorded in your local newspaper.

*Please return this ***entire sheet*** to school!

APRIL

We worked in the Home Activities Book this month.

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Student Printed Name Parent Signature

Comments: _____

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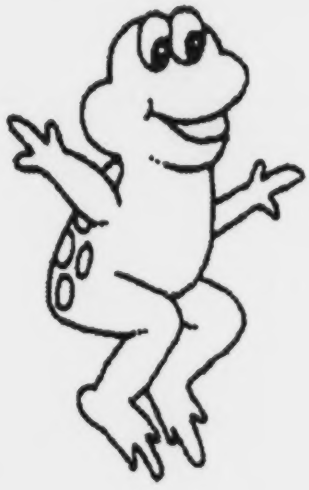

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_____

(student's name)

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_____ _____

Teacher's Signature Date

May Week 1

NIGHT SOUNDS - *Senses*

1. Just before bedtime, go out on your front porch or near an open window and sit quietly with your child.
2. Listen to the sounds. Closing your eyes might make it more of an adventure.
3. Listen and then talk about what sounds you heard.
4. Which sounds were man-made and which were made by animals/nature?

BUGS! - *Animals*

1. With your child, find an insect or spider.
2. Look at it carefully.
3. Talk about what you see. How many legs does it have? How many body parts? What color is it? Does it have wings? How does it move? Help your child make a list of four things you saw and discussed.

CHALLENGE: Look up spiders in an encyclopedia or read stories about spiders.

POLLUTION TEST - *Ecology*

1. Collect cupfuls of rain from various places in your yard or around your neighborhood.
2. Pour the water through separate coffee filters.
3. Talk about which containers had the least pollution.

CHALLENGE: Talk with your child about the word pollution. What is it, what makes it, what does it do to us? Have your child record in a journal feelings about pollution and possible solutions.

DAYS OF THE WEEK - *Calendar, Spelling*

1. Print the names of the days of the week on index cards or pieces of paper.
2. Have your child arrange the cards in the correct order, starting with Sunday.
3. Have your child copy the names in order on another paper.

CHALLENGE: SCRAMBLE the letters in the names of each of the days of the week and have your child unscramble the letters correctly.

May
Week 2

MINUTES COUNT! - ***Counting***

1. Time your child for one minute doing any or all of the following activities and discuss the results: count out loud from 0-100; bounce a ball; jump rope; name as many animals as possible; read a favorite story; name as many nouns as possible (person, place or things); name as many verbs as possible (doing or action words).

MYSTERY SEEDS - ***Plants***

1. With your child, plant some seeds in your garden or in a flower pot.
2. Do not tell you child what the plant will be.
3. Each day observe the "mystery" seed and talk about the changes noted.
4. On the day your child can identify what the plant is, celebrate with a special treat.

COMMUNITY SERVICES - ***Community Awareness***

1. Discuss with your child three or four community services provided for your home such as fire protection, police protection, trash pick-up, telephone service, and electricity.
2. During the discussion stress the jobs involved in providing these services.
3. Have your child draw a picture of one of the services discussed.
4. Have your child tell you about the picture.

PLAN-A-MEAL - ***Nutrition, Life Skills***

1. Have your child plan a nutritious meal for the family. Make sure ther is protein-meat or fish, vegetables or fruit, a dairy product, and bread or cereal. Did you remember to refer to the food pyramid?
2. Help your child prepare the meal.
3. Help your child with the clean-up.

May Week 3

WHERE HAS MY BABY GONE? - *Changes*

1. With your child look at your family photographs and note how your child has changed from babyhood.
2. Talk about how your child has grown physically and mentally.
3. Praise your child about how many changes and how much learning has taken place.

THE WEATHER PICTURES OF THE DAY - *Weather, Art*

1. With your child, talk about the kind of weather it is today.
2. Allow your child to draw a picture of the weather with a dark colored marker on a plain 8 1/2 x 11 sheet of white paper.
3. On the back, print your child's name, grade, and school.
4. Send to the Medina County Gazette or display on the refridgerator.
5. Watch for your child's picture in the "Through Young Eyes" section of the Medina County Gazette on page A2.

I'M GOING SHOPPING . . . - *Memory, A-B-C Order*

1. Play the memory game, "I'm Going Shopping . . ."
2. Start by saying "I'm going shopping and I'm going to buy an apple." Your child then says "I'm going shopping and I'm going to buy an apple and a banana."
3. You repeat the phrase and add a "c" food.
4. See how far you get through the alphabet.

GRASS - *Plants, Measurement, Graphing, Experiment*

1. Several times this week go outside and measure the grass near your home.
2. How tall is it?
3. Make a graph of your measurements.
4. Talk about it.

May Week 4

SET THE TABLE - ***Following Directions, Right-Left***

1. Parent shows the child how to set the table. Include such directions as: The fork goes on the left side of the plate. The knife and spoon go on the right side of the plate. The glass goes above the knife.
2. The child completes the rest of the table settings using the first example. Help as needed.

ROCK COLLECTION - ***Classification, Senses***

1. Start a rock collection.
2. Can you find a rock that is rough, smooth, sparkly, or colorful?
3. Find a box for your rock collection (an egg carton works fine).

OUTDOOR SCIENCE - ***Senses***

1. With your child, go outside and have fun seeing how many things you can find that are "hidden" from view.
2. Look under leaves, under rocks, inside bushes, etc.
3. Talk about the things you see and why.
4. WATCH OUT FOR POISON IVY!

OLD MCDONALD - ***Plants***

1. Find a small area of the yard or garden that your child can use. (If you live in a apartment use a flower pot or plastic margarine container of soil.)
2. Supervise your child's use of a shovel, rake or hoe to plant pumpkin or sunflower seeds.
3. Care for the plant during the summer.
4. Discuss the ways a farmer takes care of plants.

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MAY

We worked in the Home Activities Book this month.

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Student Printed Name Parent Signature

Comments: _____

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(student's name)

for working on May's Home Activities.

_____ _____

Teacher's Signature Date

June
Week 1

HIGH OR LOW - *Experiment, Weather*

1. Have your child blow up a round balloon many times to stretch it out.
2. Cut off the neck of the balloon.
3. Find an empty jar.
4. Help your child stretch the balloon over the jar's mouth.
5. Secure balloon with a rubber band on the jar's lip.
6. Tape one end of a straw horizontally on the "balloon lid".
7. Cut a piece of paper taller than the jar, and place beside the jar.
8. Mark the position of the straw on the paper each day for several weeks.
9. Talk about what kind of weather made the straw go up and what kind made it go down.

CHALLENGE: Discuss the term barometric pressure in relation to step 8, make a chart to record observations listing days of the week and types of weather observed.

SCHOOL'S OUT - *Changes*

1. With your child, make a list of all the things your child has learned and ways they have changed this past school year.
2. Talk about it, remembering to be positive.

USING YOUR CHILD'S MEASUREMENT CHART - *Changes, Measurement, Graphing*

1. Check your child's growth chart (started in September, Week 3) and continued throughout the year.
2. Using a clearly-marked inch or centimeter ruler, have your child measure how much he/she has grown month to month. How much has your child grown all year?
3. Make a graph showing each month's growth (in inches or centimeters).
4. Discuss your graph. Which month did your child grow the most, the least, etc.?

ROCK AND ROLL - *Music, Experiment*

1. With your child, find ordinary items around the house that can make "music". (Example: rubber band, comb, tin can, pebbles in a container).
2. Make your own music using these instruments.
3. Perform your music for others.
4. Discuss the job of a musician.

June
Week 2

MY MYSTERY SEED STORY - ***Plants, Writing Process***

1. Have your child draw/color a picture of the mystery plant you grew in May, Week 2.
2. With your child, write a story about what you did and how the plant grew. Help with spelling as needed and use a dictionary.
3. Share your story and picture with a neighbor, family member, or friend.

BE A SMART SHOPPER - ***Life Skills***

1. Discuss the importance of checking prices for the same item, but different brands.
2. Go on a special shopping trip and decide on two or three different items to use in comparing prices.
3. Check several brands of the food item. Look at the prices and weight of the item.
4. Together decide which would be the better buy for the money.

BE A SPORT - ***Feelings, Life Skills***

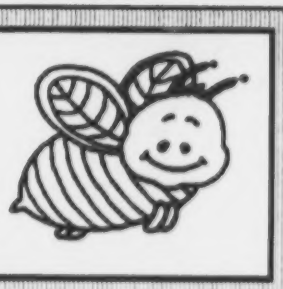
Let your child choose an activity for the whole family to enjoy together. Go swimming, have a family baseball game, go to the playground or nearby park, etc.

ON THE HOUR - ***Time***

1. Several times during the day, on the hour or half-hour, have your child look at an analog clock (with hands) and tell you what time it is.
2. Ask what time it was an hour ago.
3. Ask what time it will be in an hour.

CHALLENGE: Ask your child to come to you 17 minutes later.

June
Week 3



NUTRITOUS SNACK - ***Nutrition***

1. Have your child think of some healthy snacks that can be made with your help and guidance.
2. Make the snack, eat and enjoy, and clean up your area.

IDEAS: Peanut butter or cream cheese on celery, peanut butter on slices of apple with or without raisins, cheese slices and lunch meat rolled up, cut up vegetables or fruit, dry cereal with nuts, and raisins.

SUMMER - ***Seasons***

1. Take a walk with your child.
2. Talk about all the summer things you notice.
3. Talk about how it has changed from spring, winter, or fall.

BUILD A COMMUNITY - ***Community Awareness, Maps***

1. Using Lego blocks, wooden blocks, or assorted small boxes, build a model of your neighborhood or town.
2. Discuss the services offered at the post office, library, supermarket, etc.

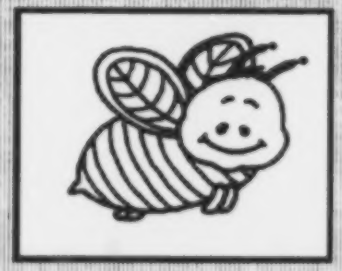
CHALLENGE: Draw a map of your neighborhood or town.

T-BALL - ***Large Motor, Consonants, Vowels Long & Short***

1. You will need a ball to play this game.
2. The parent names a consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s t, v, w, x, y, z) and throws the ball. For example: t.
3. The child catches the ball and names a word that has a "t" in the middle or at the end of the word. For example: kitten, bat.
4. The child names a consonant and throws the ball to the parent.

CHALLENGE: Play vowel ball. The parent names a long or short vowel sound (a, e, i, o, u) and throws the ball. Play as above.

June
Week 4



JOB JARS - ***Life Skills***

1. For jobs that don't have to be done very often, make a job jar with your child.
2. Clean out two old pickle or mayo jars. Have your child make job jar labels and glue them to the dry jars. One jar for you and one for your child.
3. Brainstorm with your child about the jobs (Examples you could add are: Wipe fingerprints off the doors. Clean a pet's water dish. Pull weeds. Pick up litter. Sweep the porch). As ideas are thought of, record them on the list.
4. Have your child copy the list items on separate pieces of paper and put them in the jars. Help sort your jobs from the child's.
5. Each of you pick a job for your jar.
6. When the jobs are done, celebrate.

TIME CAPSULE PICNIC - ***Changes***

1. This is where I stored my time capsule in September, Week 2, :

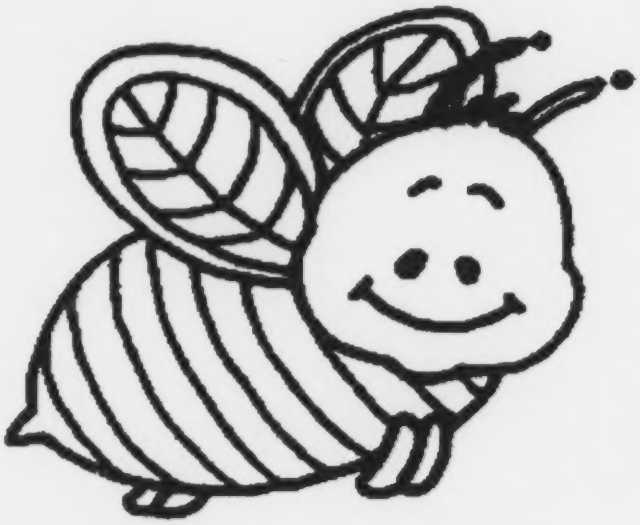
   _____.
2. Locate, open, and celebrate how you have grown this year! Share a picnic and talk about the things you put into the time capsule.

SOUND DETECTIVE - ***Senses, Listening Skills***

1. Your child sits with eyes closed.
2. You should move to another point in the room and say a nonsense word like "beepbong".
3. With eyes closed, your child points at you, then opens his eyes and checks out sound detective skills. Did your child find you?
4. Reverse roles.

SILLY PICTURES - ***Feelings***

1. With your child, put a book or magazine on the tops of your heads.
2. Put a sheet of paper on top of each book.
3. Leave the paper on the book, draw a picture of yourselves.
4. Laugh when you're done!



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_____

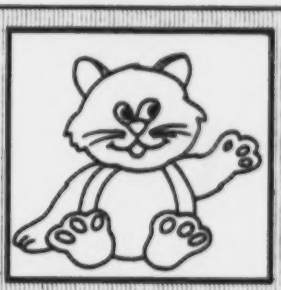
(student's name)

for working on June's Home Activities.

_____ _____

Parent's Signature **Date**

July
Week 1



NATURE'S MUSIC - ***Senses***

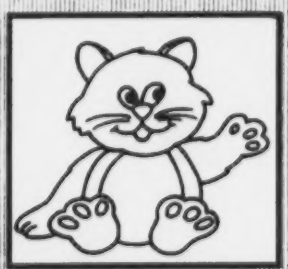
1. Go outside together on a sunny day and lay in a shady spot.
2. Close your eyes and listen to all the sounds you hear.
3. Talk about what you hear. Which sounds are man-made and which are made by nature?

COOL OFF - ***Counting***

1. Toss a balloon with your child. Count the number of hits you make before the balloon reaches the ground.
2. Fill the balloon with water for cool summer fun! (Use this balloon outside!)
3. Dispose of balloon pieces.

A-B-C CAREERS - ***A-B-C Order, Careers***

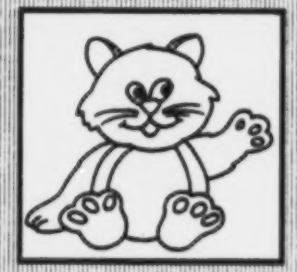
1. Have your child tell you a career name that begins with the letter A (example - astronaut).
2. Continue through the alphabet until you and your child have thought of a career for each letter of the alphabet.



HEALTHY TEETH - ***Dental Health***

1. Schedule a dental check-up for your child.
2. Before your check up, review proper brushing techniques with your child (don't forget to hold the brush at 45 degree angle and brush all areas - even the sides closest to the tongue.)
3. Demonstrate how to floss daily.
4. Encourage healthy snacks versus sugary treats. Prepare a healthy snack with your child such as carrot sticks, cheese, apples, and celery with peanut butter.

July
Week 2



WORD BASEBALL - Reading

1. Choose words from your child's word bank.
2. In your yard, a playground, or a park, mark four places as a first, second, third, and home base.
3. Give your child a word to read or spell. Each time the word is spelled or read correctly, your child advances to the next base.

FRUITS - *Nutrition, Classification*

1. Ask your child to name a fruit. Name as many fruits as possible.
2. Look for fruits in your kitchen.
3. Label a piece of paper, FRUIT.
4. Child cuts magazine pictures of fruit and glues them onto paper.
5. Have your child label each picture.

CHALLENGE: Perhaps you could visit a food market and identify different types.

MEASUREMENT - *Measurement*

1. Gather several items from around the house that are from 1" to 12" long, such as: a pencil, a crayon, a book, spoon, etc.
2. Child uses several different units to measure the length of each item and compare longest and shortest. Measuring units can be: ruler, paper clips, pennies, nails, beans, Cheerios, raisins, M & M's, etc. Use your imagination.

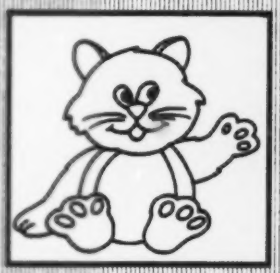
CHALLENGE: Measure some objects that are more than 12" long. What will be used to do this?

COUNT THE CATCHES - *Counting*

1. Throw a ball to your child. If your child catches the ball count 1.
2. Have your child throw the ball to you. A catch makes 2.
3. When someone misses, start counting from 1 again.
4. Can you count to 100?

VARIATION 1: Sit on the floor. Roll the ball back and forth.
VARIATION 2: Bounce the ball on the floor once.
VARIATION 3: Count by 2's (Whisper 1 on the first count. Say 2 aloud on the second catch).

July
Week 3



200TH DAY OF THE YEAR - ***Counting***

July 18th (17th in leap years) is the 200th day of the year. Celebrate with your child by:

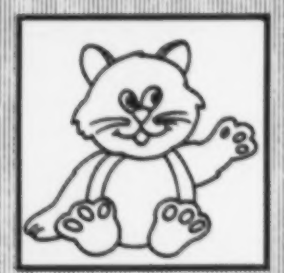
1. Counting two sets of 100 pennies.
2. Throwing a ball back and forth 100 times - TWICE - or 200 times.
3. Count by twos, fives, and tens to 200. Write the numbers from 1 to 200.
4. Make a necklace with 200 Cheerios or Fruit Loops and string.

BE A COLLECTOR - ***Classification***

1. Start a collection, perhaps stamps, rocks, coins, sports cards, etc.
2. Sort, label, and store.

VEGETABLES - ***Nutrition,Classification***

1. Ask your child to name a vegetable. Name as many vegetables as possible.
2. Play a riddle game. Make up a riddle about one vegetable and have your child guess it. Example: "I'm long and either white or yellow. I'm covered with a green covering and hairy stuff. You need to peel me and boil me and I'm ready to butter and eat. What am I?" (ANSWER: CORN).
3. Do another and another.
4. Have your child make up a riddle for you to guess.

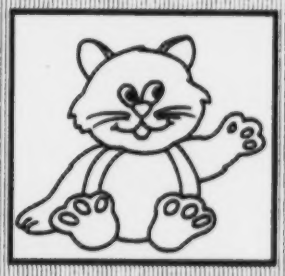


NEWSPAPER SEARCHES - ***Reading, Vowels, Letter Recognition***

1. Look through the headlines of an old newspaper for words with the letter "A" in them.
2. Have your child circle the words with "A".
3. Cut out the words.
4. Have your child read the "A" words which can be recognized.
5. Read the others to your child.
6. Glue each word on a separate 3 x 5 card and add some to your child's word bank.
7. Sort the words into files of short A (ex. hat) and long A (ex: rain) and misfits (like the a in car).

CHALLENGE: Try this activity with the other vowels, E-I-O-U.

July
Week 4



SHORT VOWEL GAME - *Short Vowels*

1. Mix up all the words your child has saved in your child's word bank.
2. Take two pieces of yarn or tape to form a large **T** on the floor.
3. Write "Yes" and "No" on two 3 x 5 cards.
4. Shuffle cards and place face down.
5. Draw one card at a time and allow your child to "judge" whether the card is a short vowel word or not.
6. Have your child place short vowel words on the "Yes" side of the T and all others in the "No" side.

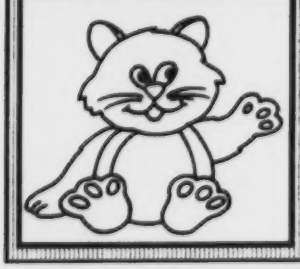
YES	NO

LIVING/NON-LIVING - *Life Science, Classification*

1. Look through old magazines, newspapers, catalogs to find pictures of living and non-living things.
2. Glue the pictures on a large paper or grocery bag that has been cut open and labeled LIVING on one side and NON-LIVING on the other.
3. Name all the pictures.
4. Explain why they are living or non-living to a friend or relative.

GROSS MOTOR: JUMPING ROPE - *Large Motor*

1. Practice rope jumping.
2. Recite a jumping rhyme as you are jumping or try to get through the alphabet.



RAINBOW FUN - *Science, Weather*

1. On a bright sunny day turn on a lawn sprinkler or garden hose.
2. Look for a rainbow in the water.
3. Run through the rainbow.

This Home Activities Award is presented to

_____

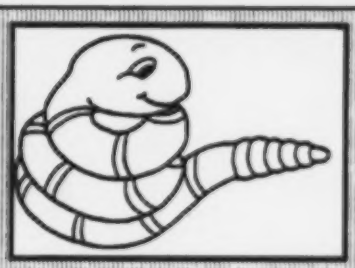
(student's name)

for working on July's Home Activities.

_____ _____

Parent's Signature **Date**

August Week 1



CHECKERS - ***Addition, Subtraction***

1. Use a checker board or make one (use paper and buttons for pieces).
2. Put math problems in each red square - addition and subtraction.
3. As child moves the marker, the answer to the problem is given.

ADOPT-A-TREE - ***Changes, Season***

1. Visit the tree you adopted in October. Talk about changes in the tree.
2. Draw a picture of the tree as it looks now. Include yourself dressed in summer clothing. Remember to write the date on the paper.
3. Discuss the changes of each season.

LONG VOWEL GAME - ***Long Vowels***

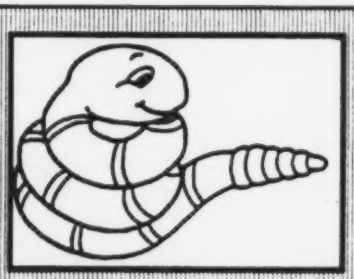
1. Play same as short vowel game (July, Week 4 - Activity 1) except that the long vowel word cards get placed on the "Yes" side of the T and short vowel and misfits go on the other side.
2. You may also play this game putting misfits on the "Yes" side of the T.

NOTE: Words with more than one syllable may fit into more than one category. Discuss which vowel your child is zeroing in on when this happens).

CHANGE A GAME - ***Number Words, Following Directions***

1. Find or borrow an old gameboard (i.e. Candyland, Chutes 'N Ladders, etc.)
2. Using your number word cards or word bank, place them face down in a pile.
3. Draw a card. Read the word and move the same number of spaces as there are letters in the word. Keep shuffling and redrawing cards.
4. After 5 minutes the person farthest on the gameboard wins.

August Week 2



WHEN I GROW UP - ***Changes, Careers, Writing Process***

1. On a blank piece of paper, have your child write in response to the following:
   When I grow up I want to be a _____.
   It would be great because _____.
2. Have your child illustrate.
3. Display or share the finished product.

READ TO ME - ***Reading***

Student with parent, sibling, or friend should spend 10-15 minutes reading together.

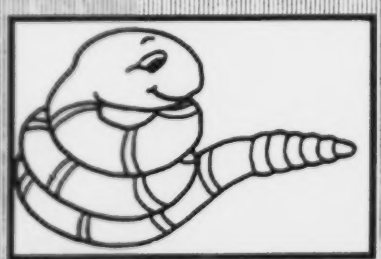
PROBLEM SOLVING - ***Story Problems, Addition, Subtraction***

Make up stories, such as "You picked 3 tulips and 4 daisies. This vase holds 8 flowers. Will they fit?" or "Six caterpillars crawled onto a leaf to eat. Two more came. There is enough food for seven. Will all the caterpillars get enough food?"

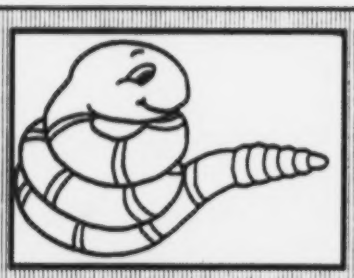
WINDOW COUNT - ***Counting, Estimation***

1. Estimate how many windows are in your home.
2. Go outside and count them.

CHALLENGE: Estimate and count the number of soft chairs, TV's, toys in toy box, etc.



August Week 3



DEAR TEACHER . . . - ***Writing Process***

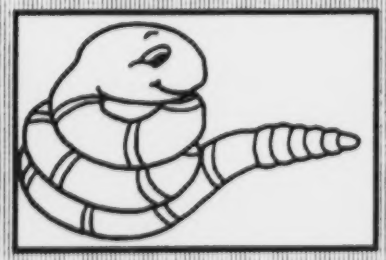
1. Write a letter to your new teacher.
2. Before you write think about things you want to tell about yourself and decide on one or two questions you'd like to ask your new teacher.
3. Be sure to include all the parts of a letter (i.e., date, greeting, body, closing, and signature).
4. Give your letter to your teacher when you first meet.

PERSONAL STORIES - ***Writing Process, Reading***

1. Make a little book about your child titled "When You Were A Baby."
2. Provide the supply box so the student can illustrate the story.

ARE YOU READY? - ***Life Skills***

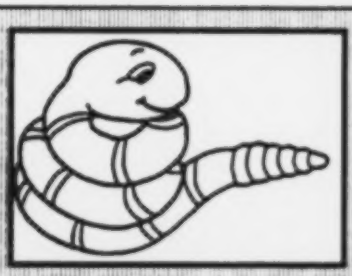
1. Shop for school supplies suggested by your child's teacher.
2. Label each with your child's name.
3. Keep in a safe place until the first day of school.



SUMMER TIME LINE - ***Time, Sequencing***

1. Think about all the things you've done this summer. Be sure to include your most favorite activities from this booklet.
2. Write your ideas on cards or separate sheets of paper.
3. Sort them by the months of summer (i.e., June, July, and August).
4. Tape them together to make a time line.

August Week 4



ESTIMATE SCHOOL SUPPLIES - ***Life Skills, Estimation***

1. Have your child find and cut out pictures of needed school supplies and their prices from the newspaper or flyers.
2. Paste or glue pictures on a sheet of paper.
3. Find the total cost of the supplies.

CHALLENGE: Use a calculator to check the total. Have your child look for coupons.

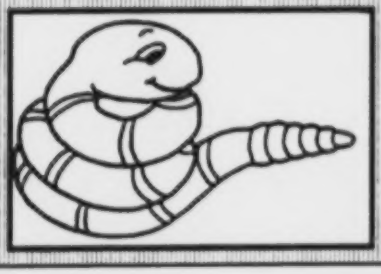
PHONE A FRIEND - ***Manners, Telephone Skills***

1. Call a friend that you haven't seen since June.
2. Remember to use good phone manners.
3. With parental permission, plan a time, date, and activity.

SCARED OF SCHOOL? - ***Changes***

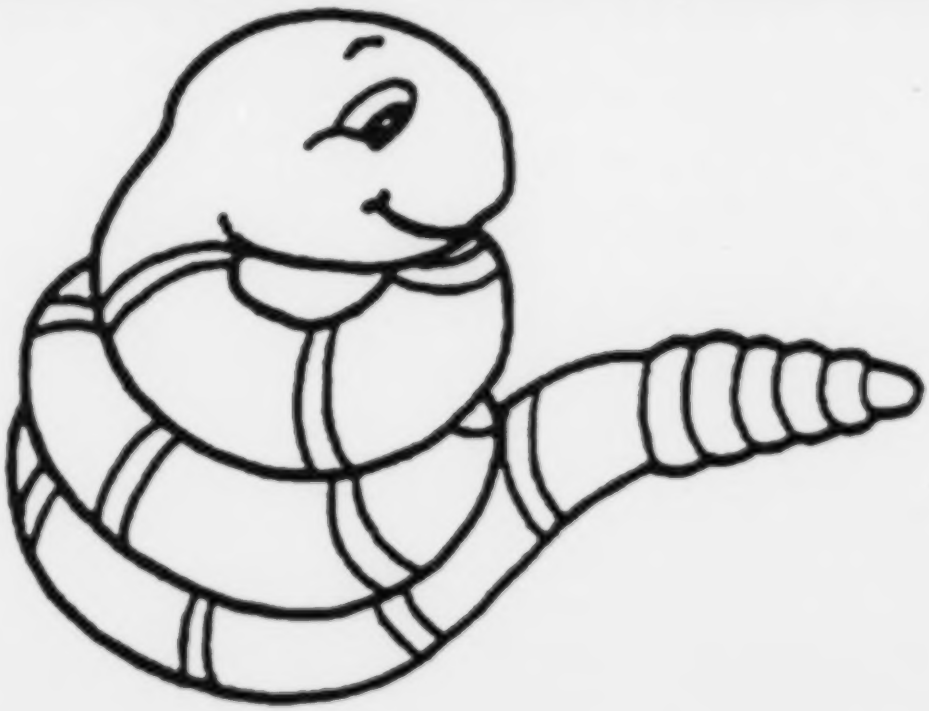
1. With your child, share expectations about the new school year.
2. Call a friend or relative and tell them what you discussed.

CHALLENGE: Discuss your schoolday memories with your child.



CHOOSING MY SCHOOL CLOTHES - ***Changes, Life Skills***

1. Discuss appropriate clothes for school considering weather, possible school activities, and safety.
2. Together select all items of clothing that are needed to make a complete outfit.
3. Choose a place for the clothing that is accessible to your child. Use this place daily. What a wonderful time saver!



This Home Activities Award is presented to

_____

(student's name)

for working on August's Home Activities.

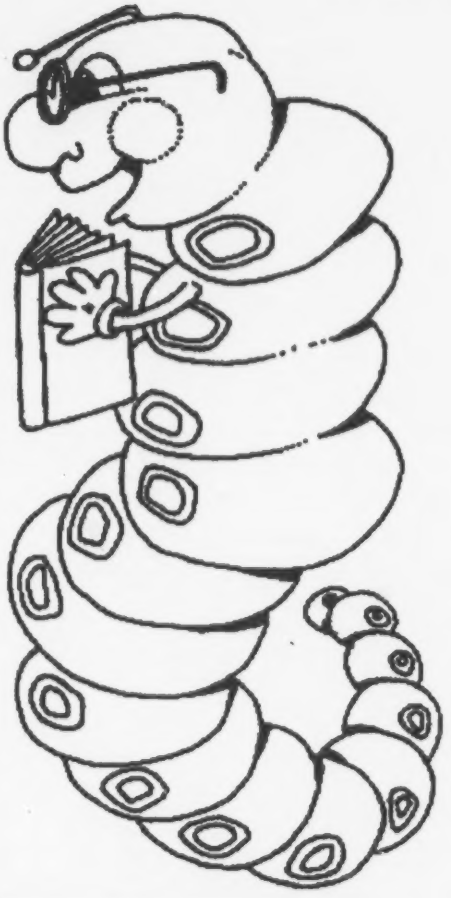
_____ _____

Parent's Signature **Date**

CHECK OUT THESE BOOKS . . .
(or another one by the author)

SCIENCE

Polar Bear, Polar Bear, What Do You Hear? - Martin
My Five Senses - Aliki
The Little House - Burton
The Snowy Day - Keats
This Year's Garden - Rylant
Is Your Mama A Llama? - Kellogg
A House is a House for Me - Hoberman
Pumpkin, Pumpkin - Titherington
Annie and the Wild Animals - Brett
The Big Snow - Hader
Rain - Crews
In For Winter, Out For Spring - Adoff
Chickens Aren't The Only Ones - Heller
The Science Book of (Water, Air, Light) Series - Ardley
I Can See a Song - Carle
Over the Meadow - Wadsworth
Miss Rumphius - Cooney
Q is for Duck - Etling
The Snail's Spell - Ryder
Mouse Paint - Walsh
Color Dance - Jonas
The Very Quiet Cricket - Carle
Where Butterflies Grow - Ryder
Just a Dream - Van Allsburg
Look - Gay
The Giving Tree - Silverstein
Ranger Rick Magazines - National Wildlife Federation
Your Big Backyard Magazines - National Wildlife Federation
Zoo Books



MATH

Ten in a Bed - Dale
Ten, Nine, Eight - Bang
Wolf's Chicken Stew - Kasza
Pigs in Hiding - Dubanevich
Bunches and Bunches of Bunnies - Matthews
26 Letters and 99 Cents - Hoban
The Doorbell Rang - Hutchins
If you Made a Million - Kellogg
Sea Squares - Hulme
Popcorn - Asch

SERIES BOOKS

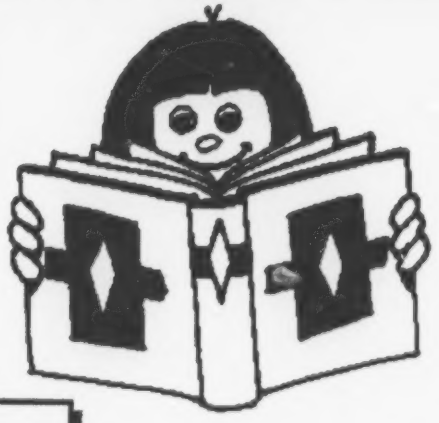
Angelina Series
Clifford Book Series
The Magic School Bus Series
Frog and Toad Series
George and Martha Series
Nate the Great Series
Amelia Bedelia Series
Arthur Series
Berenstein Bears Series
Dr. Suess Book Series
Henry and Mudge Series
Fox and Friends Series
Commander Toad Series
Little Series
American Girl Series

LANGUAGE ARTS

The Polar Express - Van Allsburg
The House That Jack Built - Frasconi
Chicka Chicka Boom Boom - Martin
Chocolate Moose for Dinner - Gwyne
Round Trip - Jonas
There Was an Old Lady - Bointock
Jolly Postman - Ahlberg
Paperbag Princess - Munsch
The Runaway Bunny - Brown
The Art Lesson - De Paola
Sleeping Ugly - Yolen
The Mitten - Tresselt
Imogene's Antlers - Small
Mr. Mumble - Catalanotto
Ball Point Pananas and Other Jokes for Kids - Keller
The Talking Eggs - San Souci
Owl Moon - Yolen
Animalia - Base
Somebody and the Three Blairs - Tolhurst
Simon's Book - Drescher
The True Story of the Three Pigs - Wolf, A.
The Frog Prince Continued - Scieszka
Spark Magazine
Highlights Magazine

PARENT

The Family Read-Aloud Holiday Treasure
For Reading Out Loud - A Guide to Sharing Books With Children
Jim Trelease's Read-Aloud Handbook
What Your First Grader Needs to Know - Hirsch
Reading Begins at Home
Writing Begins at Home



SOCIAL STUDIES

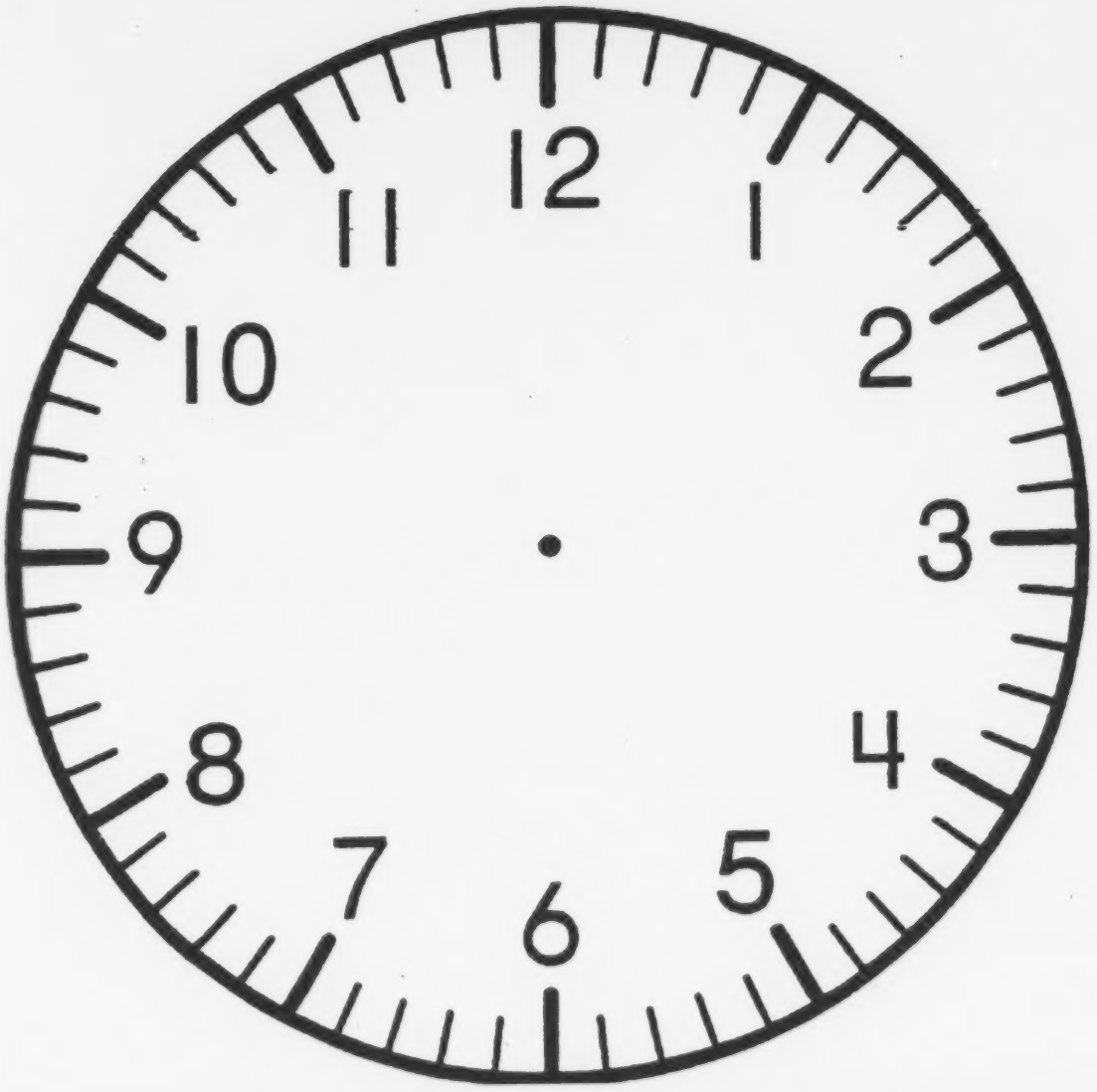
Legend of the Indian Paintbrush - de Paola
Pocket for Corduroy - Freeman
The Wednesday Surprise - Bunting
School Bus - Crews
Chicken Soup with Rice - Sendak
Ira Sleeps Over - Waber
The Wall - Bunting
I'll Always Love You - Wilhelm
The True Francine - Brown
Alexander and the Terrible Horrible No-Good Very Bad Day - Viorst
Through Grandpa's Eyes - McLachlan
Cecil's Story - Catalanotto
Best Friends for Frances - Hoban
My Mama Needs Me - Walter
Love You Forever - Munsch
Sports Illustrated for Kids
National Geographic World Magazine

POETRY

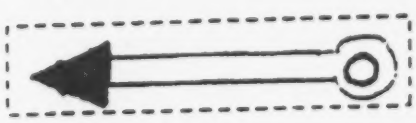
Shake My Sillies Out - Raffi
New Kids on the Block - Prelutsky
Down by the Bay - Raffi
Where the Sidewalk Ends - Silverstein
Sing a Song of Popcorn - Beatrice Schenk de Regniers

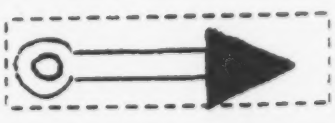
Also:
Nursery Rhymes
Fairy Tales
Reference Books such as dictionary, atlas, encyclopedia
Add your own favorites . . .

ACTIVITY
SHEETS



- Cut out the clock hands.
- Attach them to the clock with a paper fastener.



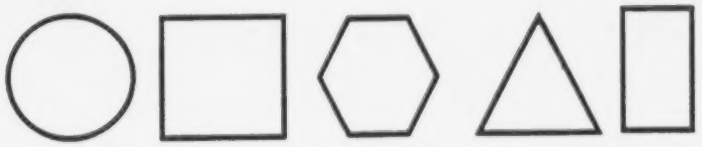


What Are Math Manipulatives?

Math manipulatives are a variety of objects that students can see and touch. Using "hands-on" materials helps students learn math concepts. Manipulatives help students think and reason. Objects also help with the computation skills of addition, subtraction, multiplication, and division.

A. Attribute blocks have four different attributes or characteristics:

1. shape



2. color
3. size (2 sizes - large and small)
4. thickness (2 thicknesses - thick and thin)

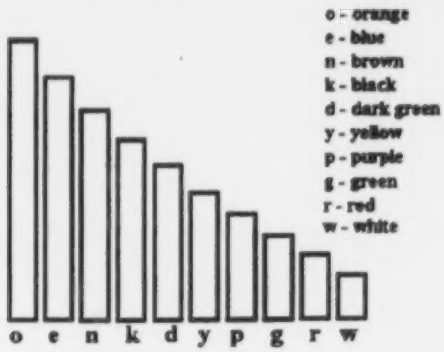
B. Base Ten Blocks are models of our number system which is based on tens.

1. units or ones

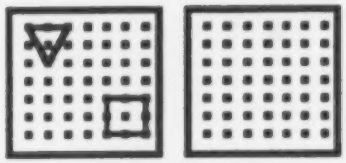
2. rods or longs or tens (ten ones)

C. Color Tiles are one inch square tiles that come in four colors (red, yellow, blue, and green).

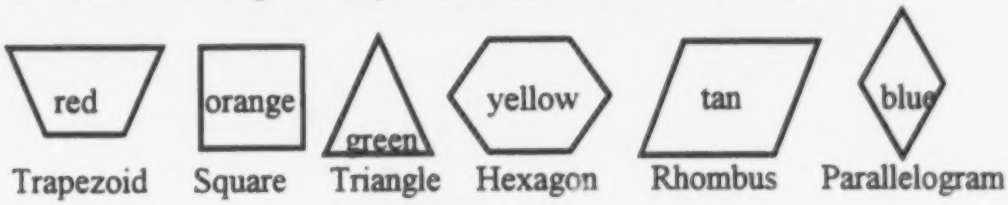
D. Cuisenaire Rods are colored rectangular rods in ten different sizes and colors. These rods range in length from one centimeter to ten centimeters.



E. Geo Boards are square boards with rows of pegs. Rubber bands are stretched over the pegs to create shapes and designs.



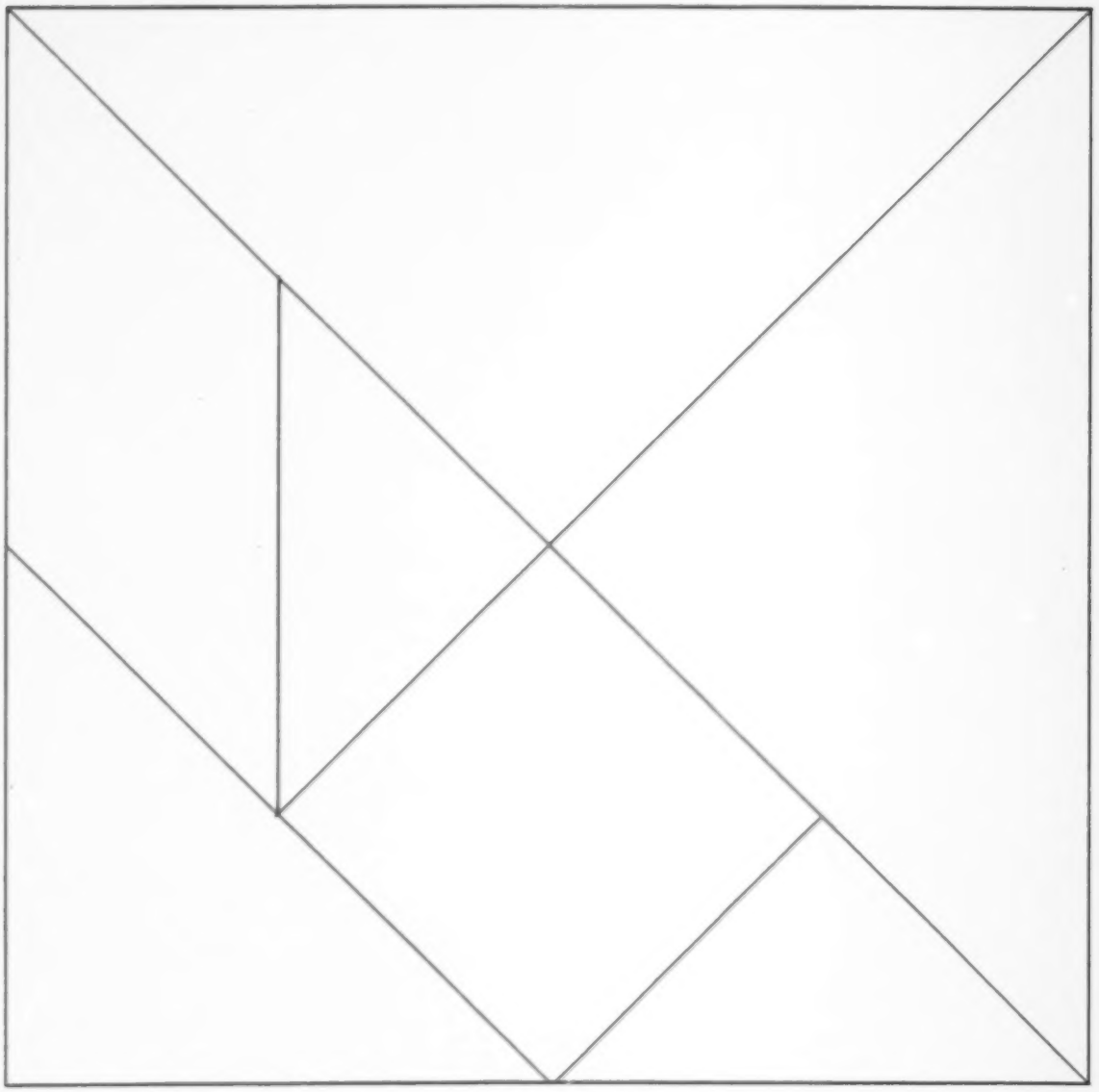
F. Pattern Blocks are six geometric shapes in six colors. The blocks all have one inch sides except the trapezoid which has one two inch side.



G. Tangrams are 7 piece puzzles that can be arranged into many pictures and patterns.

Tangram Shapes

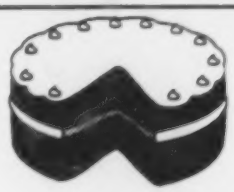
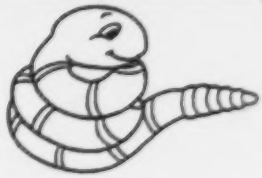
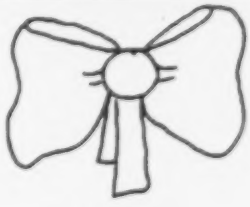
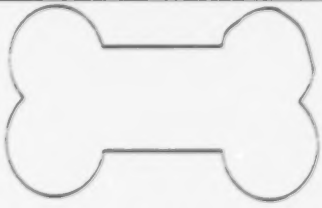
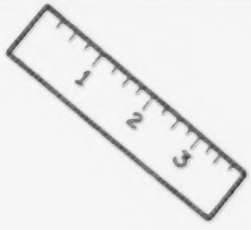
1. Cut on the lines.
2. Use the shapes to form a picture or a pattern.
3. You may wish to color the shapes before cutting.



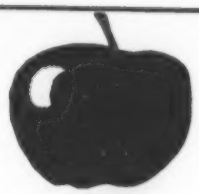
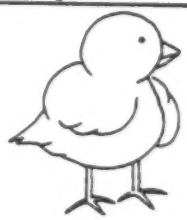
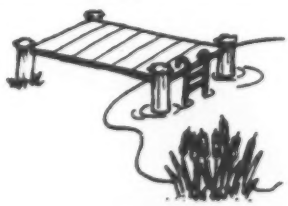
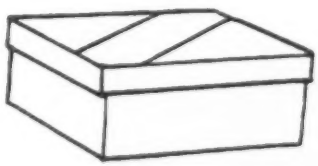
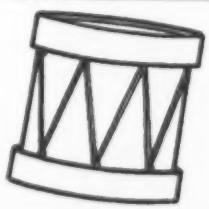
High-Frequency Work Cards	.	.
a	an	and
are	can	do
had	have	I
in	is	it
like	likes	me
not	on	see
that	the	the
this	this	to
was	we	with

?	!	High-Frequency Word Cards
And	An	A
Do	Can	Are
I	Have	Had
It	Is	In
Me	Likes	Like
See	On	Not
The	The	That
To	This	This
With	We	Was

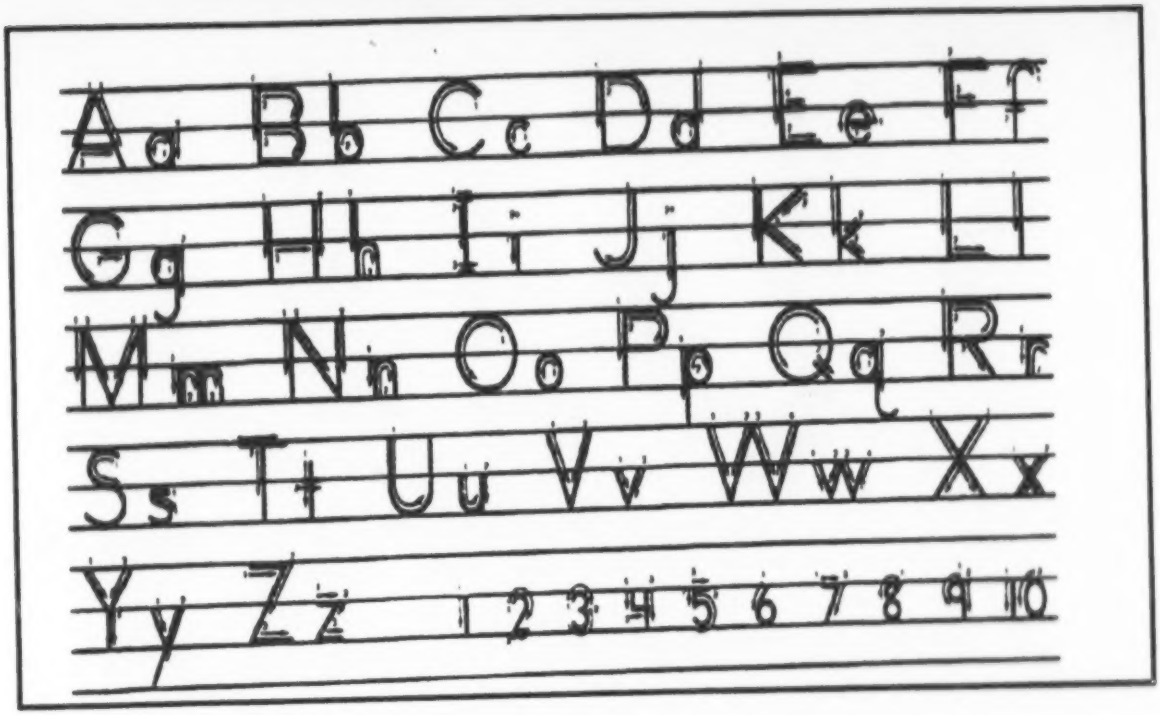
Long Vowels

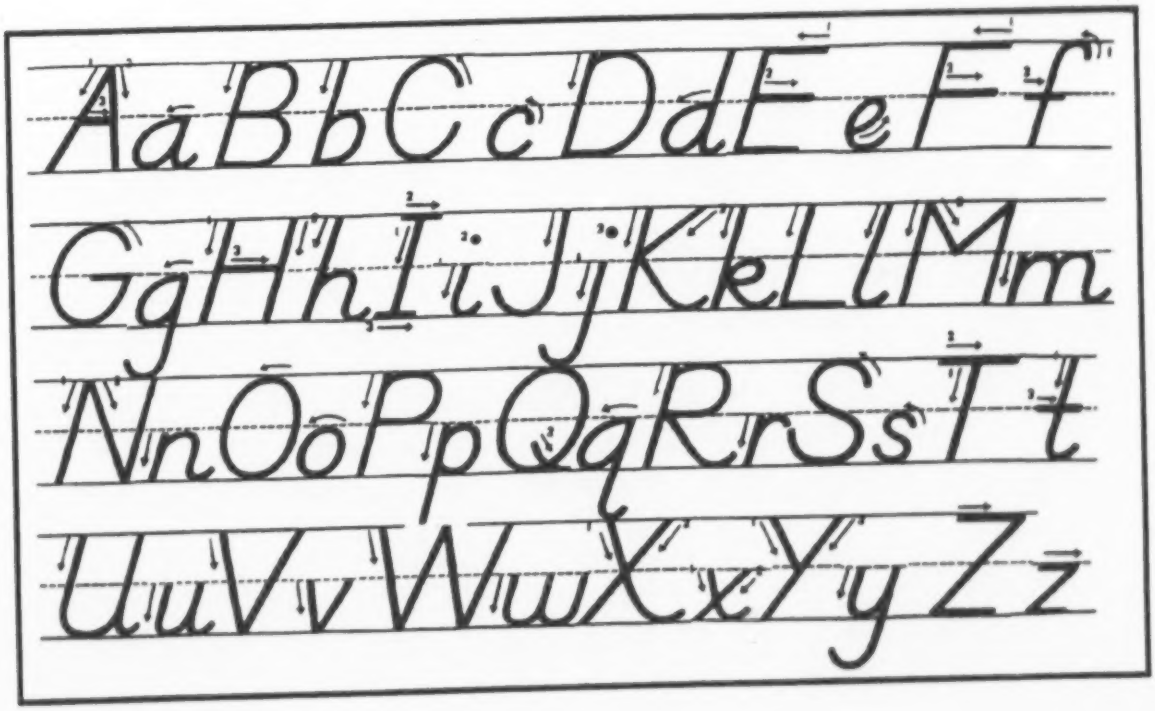
Aa	 cake	 snake
Ee	zebra	key
Ii	dinosaur	tie
Oo	 bow	 bone
Uu	cupid	 ruler

Short Vowels

Aa	 apple	ant
Ee	pencil	nest
Ii	 chick	stick
Oo	 dock	 box
Uu	umbrella	 drum

Handwriting Models





Addition Flash Cards: 0 to 6

0 +0	0 +1	1 +0	0 +2	1 +1	2 +0	0 +3
1 +2	2 +1	3 +0	0 +4	1 +3	2 +2	3 +1
4 +0	0 +5	1 +4	2 +3	3 +2	4 +1	5 +0
0 +6	1 +5	2 +4	3 +3	4 +2	5 +1	6 +0

Addition Flash Cards: 7 to 10

0 +7	1 +6	2 +5	3 +4	4 +3	3 +6	4 +5	5 +4	6 +3
5 +2	6 +1	7 +0	0 +8	1 +7	7 +2	8 +1	9 +0	1 +9
2 +6	3 +5	4 +4	5 +3	6 +2	2 +8	3 +7	4 +6	5 +5
7 +1	8 +0	0 +9	1 +8	2 +7	6 +4	7 +3	8 +2	9 +1

0 −0	1 −1	1 −0	2 −2	2 −1	2 −0	3 −3
3 −2	3 −1	3 −0	4 −4	4 −3	4 −2	4 −1
4 −0	5 −5	5 −4	5 −3	5 −2	5 −1	5 −0
6 −6	6 −5	6 −4	6 −3	6 −2	6 −1	6 −0

Subtraction Flash Cards: 7 to 10

7 −0	7 −1	7 −2	7 −3	7 −4	9 −3	9 −4	9 −5	9 −6
7 −5	7 −6	7 −7	8 −0	8 −1	9 −7	9 −8	9 −9	10 −1
8 −2	8 −3	8 −4	8 −5	8 −6	10 −2	10 −3	10 −4	10 −5
8 −7	8 −8	9 −0	9 −1	9 −2	10 −6	10 −7	10 −8	10 −9

Color stamp when award is returned to your home by the teacher.

Congratuations on working in your First Grade Home Activities Booklet. We are very proud of you!